

# CAMPING

MAGAZINE

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Edited and published for  
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# CAMPING

Magazine

May 1953

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## LETTERS FROM READERS

### On the Other Hand

I want to take issue with the article by Clifford A. Klapp entitled "Most Camps Are Doing A Miserably Inadequate Job."

While we should be indebted to Mr. Klapp for his forthright attempt to focus attention upon the importance of better camping standards and a more extended use of camping facilities, it is, nonetheless, regrettable that in order to make this point, Mr. Klapp saw fit to discredit most camps, both organizational and private. . .

Aside from the introductory paragraph or two, Mr. Klapp says nothing about the main subject of his article. . . . He relates the historical development and progress of Camp Madron of the Upton Foundation and operated by the Southwestern Michigan Council, Boy Scouts of America. This reference while interesting and informative, is not quite apropos to proving the case in point. . .

Monte Melamed  
Director

Henry Kaufmann Campgrounds

*We feel the reason Mr. Klapp devoted most of his space to telling how his camp had worked out means of using its property more than the usual eight weeks in the summer was because he felt this would be of more help to other camp directors who would like to try to develop means of lengthening their own operating season. We are sure he had no intention whatsoever to condemn camping itself, but only wanted to spur us on to greater use of our facilities.—Ed.*

In his article "Most Camps Are Doing a Miserably Inadequate Job," Clifford Klapp makes an excellent point. . . . But by their very nature camps are not buildings but bits of the outdoors itself and we destroy the

very things that are vital to real camping by too constant use. . .

Just as surely as man is dependent on the soil for his daily bread, so campers are dependent on the soil and the things it produces for the very basis of program. Perhaps the realization of this dependency is one of the great lessons which camping can teach.

Janet Hawksley  
Warrensburg, Mo.

### Congratulate Magazine

Congratulations on the excellent "Camp Reference and Buying Guide." I have enjoyed reading it and the material will be invaluable to all camp directors.

Sorry to see an error in the name for Region I. Mrs. J. V. Smith is President, not Mr., much as I wish he were at times!

Mrs. J. V. Smith  
West Roxbury, Mass.

On behalf of the camp committee of the St. Louis Council, Girl Scouts, may I compliment you on your splendid November 1952 issue which was devoted in its entirety to the very subject we are studying at present.

Mrs. M. C. Gnaegy  
Secretary  
Girl Scout Camp Committee

I want to take this opportunity to tell you how much I think your magazine has improved lately. I don't know who is responsible, but it certainly has taken a new turn for the better.

Fritz Orr  
Atlanta, Ga.

### Movie vs. Slides

William Abbott's article in the February issue, "How Movies Can Help You Sell Your Camp" was good. However, I feel there should be a com-

**Camping Magazine, May, 1953**



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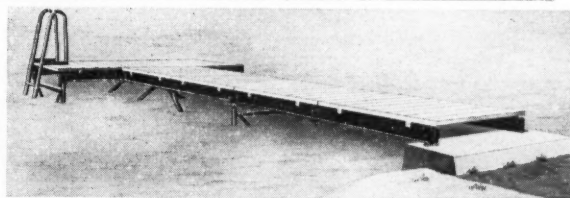
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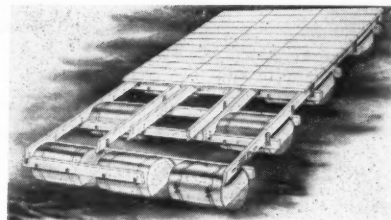
Note the new improved "Laughing Loon" Sectional Steel Landing Pier with its "bridge" construction. It will stand rough usage for years and years—comes in "easy to install" and "easy to take out" 10 x 4 ft. and 10 x 6 ft. sections—is easily adjustable to varying depths of water. Steel frame, wooden decks. May be set up in any length and in "L", "T", "H" or "U" shapes. Also, "Laughing Loon" Floats, Ladders, Diving Boards and accessories.

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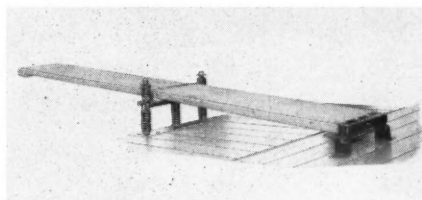


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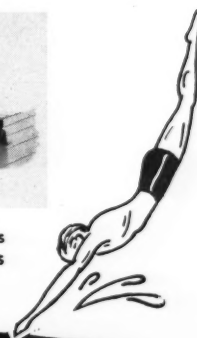
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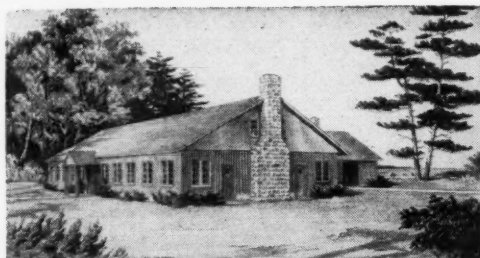
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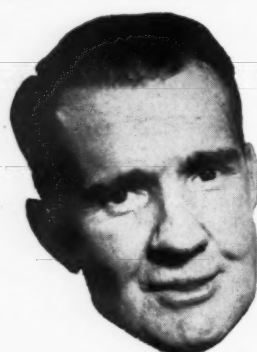
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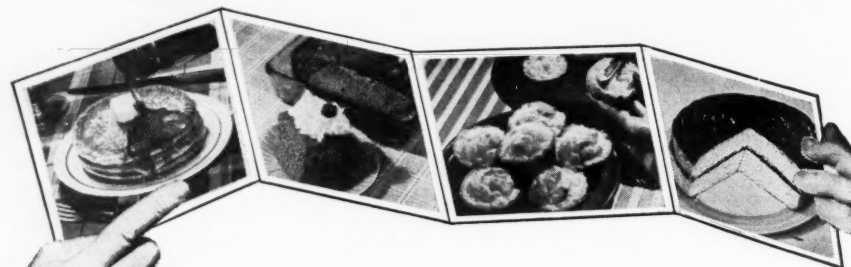
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Each spring and summer a number of courses on various aspects of camping are offered by a variety of sponsors. In addition to the American Red Cross Aquatic Schools listed in the April issue, and other courses described in the regular news sections of this and past issues, the following opportunities are available:

School Camping and Outdoor Education Workshop, June 29 to July 10, Sargent Camp, Peterborough, N. H.

Institute of Puppetry and Crafts, June 19 to 22, Camp Norwich, Huntington, Mass. Write Camp Norwich Institute at 122 Chestnut St., Springfield, Mass.

Group Work Information for Camp Counselors; also Special Studies in Social Work—Supervision and Administration in the Summer Camp. Both courses, June 26 to Aug. 25, Univ. of Illinois at Camp Algonquin. Applications must be sent, before May 15, to Marietta Stevenson, Director, School of Social Work, Univ. of Illinois, Urbana, Ill.

Riding Instruction and Teacher Rating Centers, June 4 to 10, Sweet Briar (Va.) College. Write Miss Harriett H. Rogers. June 12 to 17, Dana Hall, Wellesley, Mass. Write Miss Janet Stevens, Knollbrook, Concord, Mass. June 22 to 29 and June 29 to July 5, Cressmount-Mills College, Oakland, Calif. Write Miss Cornelia Cress.

Natural Science and Conservation Workshop, June 14 to 27, Massachusetts Audubon Society at Cook's Canyon Wildlife Sanctuary, Barre, Mass. Write the Society at 155 Newbury St., Boston 16.

Audubon Nature Camps, June 15 to 27, June 29 to July 11, July 13 to 18, July 27 to Aug. 8, Aug. 17 to 29, National Audubon Society at Audubon Camp of Connecticut, Greenwich, Conn. Other Audubon camps are conducted in Maine and California. Write the Society at 1130 Fifth Avenue, New York 28, N. Y.

Dance Camp (Instructor's Course), June 28 to July 4, Sept. 2 to 7, Teela-Wooket Camp, Roxbury, Vt. Write Don Begenau, Queens College, Flushing 67, N. Y.

Readers interested in attending any of these courses are advised to apply promptly, since in many cases enrollment is limited.

**Camping Magazine, May, 1953**



## LETTERS...

panion article to point up the merits and flexibility of colored slides.

During the past eight years as director of YMCA camps, I have used both movies and slides. The past three years I have used slides exclusively and would not want to return to movies, and I know a number of other camps are doing the same. Slides have so many advantages that I feel their story should be told sometime, especially for those who are doing short term, agency camping where cost is a real item and where picture selection is important to meet the needs of the many and varied audiences to which pictures are shown.

R. W. Bope  
YMCA  
Bakersfield, Calif.

*The Magazine will attempt to secure such an article. Will interested readers please write, describing their own experiences?—Ed.*

### Deer at Night

And suddenly he was there on  
the road,  
Suspended grace—an arc of  
beauty etched  
On the backdrop of night. Two  
amber coals,  
His eyes gleamed steadily from  
head taut stretched  
To apprehend what danger we  
might be.  
Immersed wholly in the headlight's  
cold glare,  
His dappled gold body stood  
briefly still  
Like a single note hung on  
crystal air.

Then even as we stared he turned  
and fled  
As soundlessly as time. A moment  
more  
He paused safe in the deep shadow  
of trees,  
Returning gaze for gaze. He saw  
light pour  
A shallow stream across the  
sandy road.  
We saw two amber balls burn  
through the night;  
Then swiftly darkness blotted  
the flame  
Nor eye nor ear could mark  
the deer's soft flight.

—Sister David O'Leary  
Camp We-Ha-Kee  
Marinette, Wisc.

Camping Magazine, May, 1953

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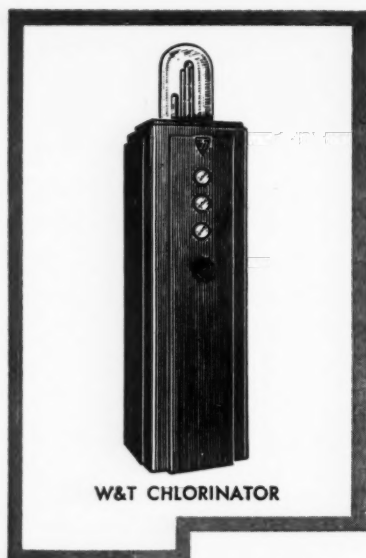
Gentlemen:

Please send me immediately FREE sample, recipes and price list on MBT. I have a camp of \_\_\_ children.

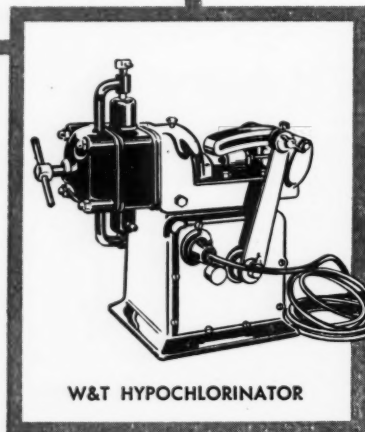
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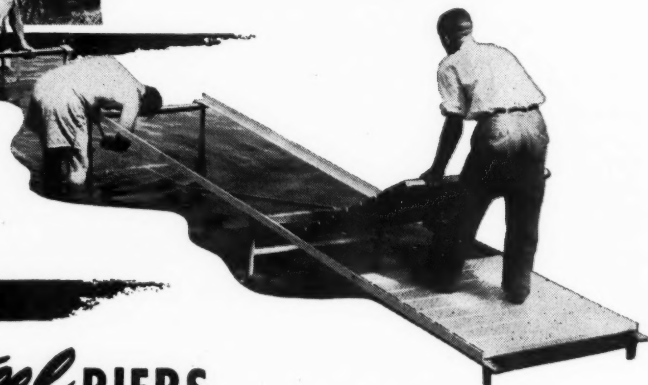


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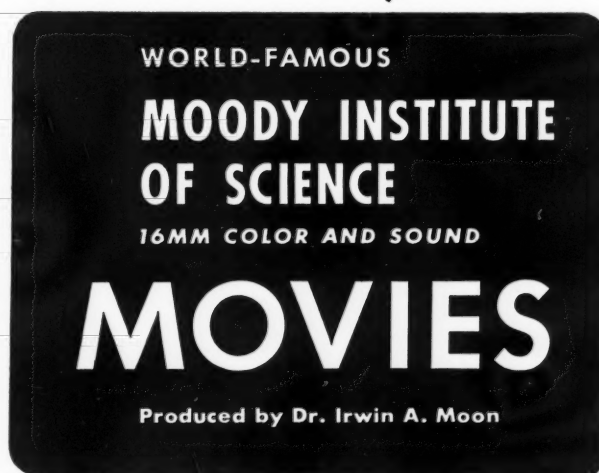


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Camping Magazine, May, 1953

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## OUR AUTHORS

RICHARD J. YAWGER, who authored our article on factors which affect camp staff morale (page 17) is associated with YMCA of St. Louis. He directs Camp Lakewood in the summer and is active in program administration the balance of the year. Dick made the study on which his article is based as part of his work for a Master's Degree from George Williams College. We think you will agree it contains some pretty potent pointers.

DR. JOHN E. BURCHARD, dean of Humanities and Social Studies at M.I.T., is the author of "A Credo for Youth," on page 19. This article is based on his address at the 1953 Region I ACA conference.



MARJORIE HICKS, (above) a member of the CAMPING MAGAZINE editorial staff, wrote for this issue a brief round-up of reaction to introduction of air rifles into camp programs. In addition to being a former camp counselor, Marjorie was also during college days a member of the NRA women's intercollegiate rifle championship team. Strictly a target shooter, she has never hunted with a gun, doesn't plan to.

BETTYE BREESER, whom our readers met through her "Finding Nature's Treasures" in the March issue, has another fine piece in this issue—a sort of how-to follow up on her other article. Her experience in camp direction and her fresh approach to the subject of nature study in camp, combine to make this article "must" reading.

Camping Magazine, May, 1953

## in this issue



BETTY HARLOR, (above) author of this issue's article giving suggestions for getting "everyone into the act" in camp dramatics, spends her summers as a dramatics counselor and her winters studying journalism at Pennsylvania State College.

GENE GALLO is the author of a fine article pointing up the program possibilities in camp Indian-lore activities. A graduate of Cornell University, Gene writes that "travel is one of my hobbies, and during the past several years I would stop and visit camps along the way, seeking information on what each was doing with Indian lore."

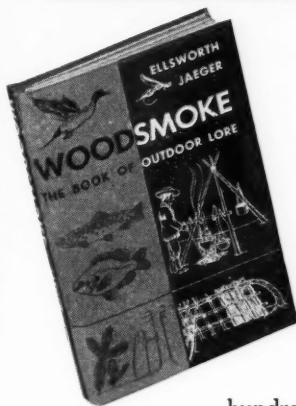
MARGARET L. HAKE, who wrote "19 Campers and How They Grew" for this issue, has a background of many years experience as camper and counselor. At present she is studying journalism at Syracuse University, counseling in the summer. About her article she writes, "Today's teen-agers are older and smarter and they need a bigger challenge than ever before. Rugged, primitive camping in which the campers do their own programming, is one answer."

WILLA VICKERS and BETTY WEBER have appeared in our columns in recent months, and have two more good articles in this issue. Mrs. Vickers, California Girl Scout Executive, gives us 13 ways we can make use of camper suggestions. Miss Weber, who is associated with a New England camp, Kehonka, has some pertinent questions on safety factors in camp canoeing programs.

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## Important New Books

FOR THE CAMPER AND COUNSELOR



### WOODSMOKE

*The Book of Outdoor Lore*

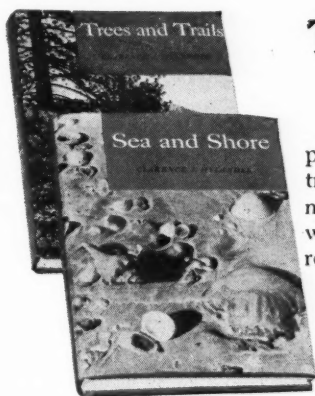
By ELLSWORTH JAEGER

Out of the years he has spent as a leader in camping, and drawing from the ingenious methods he has learned from the Indians, Ellsworth Jaeger has written an invaluable guide for the camper. Here are the easiest and best ways of constructing all types of shelters, a practical guide to fishing, and hundreds of tips and sound advice to make camping simpler and more enjoyable. In addition, Mr. Jaeger provides many entertaining diversions—such as ways of calling animals and birds, and methods of telling the temperature and measuring the height of trees. Any counselor will appreciate the advice given in this book, and any camper will get a new thrill in living in the open.

Illustrated by the author

\$2.95

FOR MOUNTAIN OR SHORE



### TREES and TRAILS

By CLARENCE J. HYLANDER

Here is the life story of a tree, its botanical parts and identifying features. Over 150 trees are described in text and illustrated to make them easily recognized. Your campers will find new enjoyment in their hikes after reading this fascinating book.

\$3.00

### SEA and SHORE

By CLARENCE J. HYLANDER

Every young person is interested in the plants and animals that live where the sea meets the shore. This illustrated book tells their story and explains some of the mysteries of the ocean in which they live.

\$3.00

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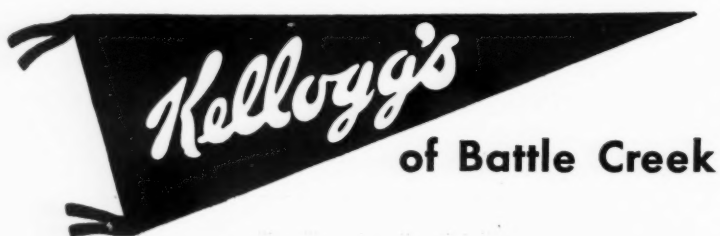
☐ WOODSMOKE, \$2.95      Name .....

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If you're looking ahead to a successful season, it's time to take stock on Kellogg's individuals. Remember—here are the cereals whose fresh flavor and nutritious goodness draw cheers from 25 million persons every breakfast time. Remember—here is the package that speeds serving, cuts waste, is clean and convenient. Remember—here's the order you've been going to place. (Why not do it today?)



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1. Complete variety—flaked, popped, shredded or crumbled. (Some pre-sweetened, too.)
2. Whole grain cereals or cereals restored to whole grain nutritive value in thiamine, niacin and iron.
3. In the handy, Bowl-Pac "Eat from the box" individual package.
4. Cereals with the famous Kellogg's freshness and crispness sealed in.





Camp Wyoda

## What makes good camp staff morale?

BY RICHARD J. YAWGER

**G**OOD CAMP staff morale is an important factor in the success of your total camp operation. Low staff morale undermines the spirit and harmony of the camp while high staff morale is contagious and is a sign of a sound and effective camp.

The importance of morale is recognized in many areas of human relations today. Interest in morale is high in industry, in the armed forces, in community organizations and foundations, and in the social science laboratories of many colleges and universities. For example, in industry, a great deal of time, effort and money is be-

ing devoted to the study of problems in human relations. Employers realize that production will increase as the morale of their employees increases.

If industry feels that morale is important, certainly it is at least equally important in camps that are chiefly concerned with developing the personality and building the character of children and youth. Distinct relationships between quality of staff and behavior growth of campers have been evidenced in several studies. This article reports briefly some of the findings in a recent study of staff morale in camps.

More than 200 camp counselors, directors and other experienced camp people cooperated in the study.

Data were secured on two aspects of camp staff morale, first, what you would look for or inquire about in seeking a judgment on the degree of staff morale in a camp; and second, the factors affecting staff morale or what conditions or practices are most important contributors or deterrents to staff morale in camp.

### What is Morale?

In order to be sure that all participants had the same thing in mind

when they thought about morale, the following definition was used:

"When we speak of staff morale we are referring to an enthusiastic spirit of wholehearted devotion to the camp, as revealed by the collective efforts of the staff to realize the objectives of the camp. Thus, morale, while it may involve esprit-de-corps (spirit), goes a step further by involving persistent devotion to the camp objectives."

The following 10 items in the combined judgment of directors, counselors, and others were considered most indicative of the degree of morale in a camp. If you are wondering what kind of morale you had in your camp last season, this list may help you:

1. Degree to which campers are happy, active, enthusiastic and having fun.

2. Willingness of staff members to put camp and campers ahead of personal interests.

3. Degree to which staff members respect and like the camp director.

4. Degree to which staff members participate in constructive criticism.

5. Desire of staff to do best job of which they are capable.

6. Willingness of staff members to undertake responsibilities not in the contract.

7. Degree to which staff members believe camp director is fully competent for his position.

8. Degree to which staff members follow decisions made by their own staff group.

9. Degree to which staff members continue to work enthusiastically despite unfavorable conditions.

10. Degree to which staff members talk favorably about camp to friends, parents of campers, and prospective campers.

The study showed that there are great differences in the morale situations of various camps. It also indicated that nearly every person in camp affects and is affected by morale, regardless of his responsibility. Thus the cook, counselor, instructor, maintenance man and director are all important if the staff is to have high morale and work together toward achieving the camp objectives. Nearly every person pointed out that the morale in their camp could be improved.

#### What Builds High Morale?

The following list of factors, cited as important in contributing to high

staff morale, should be of interest to everyone interested in good camping. Of 59 factors rated by one or more persons, these 15 seem to deserve special mention:

1. Satisfactory food—quantity and quality.

2. Individual sense of being important part of the camp.

3. Emphasis on camper's needs as a basis of sound program.

4. Free time set aside weekly for all staff members.



Camp Sloan—Paul Parker Photo

5. Pre-camp orientation program for the total staff.

6. Camp objectives clearly understood and accepted by all staff members.

7. Enthusiasm of camp director and others in supervisory positions.

8. Absence of fear, suppression or frustration on part of staff.

9. Democratic (versus autocratic) camp director.

10. Democratic attitudes and relationships among all persons in camp.

11. Staff encouraged to understand each camper as an individual.

12. Relaxed and poised camp director.

13. Responsibilities in camp distributed, rather than centered in camp director and a few others.

14. Minimum dependence on rules and regulations, and maximum on staff sense of responsibility.

15. Supervisory conferences that contribute to personal growth.

#### Gaps Between Aims and Practices

A major objective of this study was to compare replies of directors with those of counselors. Both were asked to rate factors according to their importance, *and also according to the degree they were practiced in their camp.* Thus, the gap between the importance score and the "practice" score reflects need for improvement.

#### Directors and Counselors Agree

Several gaps between importance and practice of the factors are agreed upon by both directors and counselors. Camps need more:

1. Relaxed and poised directors.

2. Absence of fear, suppression or frustration on part of the staff.

3. Salary commensurate with responsibility and experience.

4. Democratic attitudes and relationships among all persons in camp.

5. Camp objectives clearly understood and accepted by staff members.

6. Democratic (versus autocratic) camp director.

7. Emphasis on camper's needs as a basis for a sound program.

#### What Counselors Want

Counselors, more than directors, seem to feel that gaps exist in the following areas:

1. Opportunity for participation in staff meetings.

2. Clarity of job assignment and responsibility.

3. Staff cabin or other provision for staff recreation.

4. Staff encouraged to understand each camper as an individual.

5. Free time set aside weekly for all staff members.

6. Enthusiasm of camp director and others in supervisory positions.

7. Satisfactory food—quantity and quality.

#### What Directors Want

Directors rated higher than counselors needs in the following areas:

1. Encouragement of staff to contribute new ideas.

2. Individual sense of being important part of the total camp.

3. Minimum dependence on rules and regulations, and maximum on staff sense of responsibility.

4. Supervisory conferences that contribute to personal growth.

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## What You Can Do About It

It is interesting to note that counselors point out a need for help in understanding the individual camper and directors recognize the need for more supervisory conferences. Increasing the understanding and skill of the director in the area of supervision, particularly in the supervisory interviewing process, appears to be a commonly recognized need.

A need for more productive staff meetings is very evident. Directors appear stymied in determining ways and means of encouraging the staff to contribute new ideas. And yet, counselors claim they do not get enough opportunity to participate in staff meetings. This points to a need for more effective staff meetings, the kind that give all persons ample opportunity to contribute their views and share in the decisions that are being made. Some directors, who were most concerned about the failure of their staff members to contribute creative ideas, were accused by their staff of dominating staff meetings.

These findings should not be considered in any sense as final answers, but rather as guides to further studies, perhaps of a more specific nature, with your own camp and staff. Camp staff morale indices and factors are undoubtedly similar to those in agency staffs and other leadership groups. Dr. Hedley S. Dimock, in his book, "The Supervision of Group Work and Recreation," states:

"The highest level of morale among leaders awaits a greater democratization of agency life. In some agencies the democratic principle operates in a thoroughgoing and pervasive fashion, so that members or participants and leaders as well as committees or boards have a genuine sense of proprietorship and belonging. In others the advent of a democratic form of organization and administration awaits the future."

This study has shown that in camps which are truly laboratories for learning the real responsibilities for effective democratic living, high morale had developed through staffs working intimately together at tasks that seem to them important. Here, staff members acquire a sense of accomplishment and success, since each member believes that he has a definite and distinctive role to perform. Here, good morale continues to be evident and to improve, because the individual and collective creative efforts of the staff are encouraged and recognized.

## A Credo for Youth

By JOHN E. BURCHARD

I CALL this "A Credo for Youth", but that is a misnomer. I am not one of those who hold that the youth of today is less moral, less loving, less courageous, less sensitive, less loyal than the youth of any other day. If we detect in our youth any of these qualities diminished, we are but seeing ourselves in a mirror . . .

This, then, is a credo for youth but I am going to state it as a credo for age, a credo which says that age has the following responsibilities to the young people in its charge:

1. I believe I must see to it in my contacts with youth that I do everything I can to whet his curiosity and to encourage him to pursue that curiosity wheresoever it takes him, and above all I shall do nothing to discourage that curiosity.

2. I believe in my contacts with youth I must encourage him to follow his own path of thinking, to conform only after careful examination of what conformity means, and I must not in my own conduct influence him in the direction of conformity toward which he is always drawn by his own peers.

3. I believe in my contact with youth that I must pay particular attention in these days to keep alive the special non-conformity associated with dissent. I must encourage freedom of speech and freedom of discussion and I must not permit myself even in my small actions in my small sphere with my small children to suppress rebellious ideas which they may wish to voice, challenging their argument but not their right to argue.

4. I believe I must display in my own life as an example to youth patience and tenacity in small matters as well as large, and must somehow lead him to see by my example that the things in which we believe are worth waiting for, are worth fostering, and that to have these things available to the rest of the world is worth taking time to accomplish.

5. I believe I must show by my own actions that security is not the dominating force in all my thinking and does not govern my every action, and that in my contacts with youth I must see to it that I do not hold forth conditions of security which tend to make him place security as his primary value.

6. Finally, I believe I must myself act as a man of faith. I cannot wander through this world without faith. I have it, but I am often perhaps embarrassed to speak of it. The time has ceased when we can be neutral in these matters and I shall so behave that my faith will show through to those around me. Then they may have faith without my having to exhort them to have it.



# Let's Make S

By BETTYE BREESER

**I**MAGINATION combined with nature and craft will produce delightful results. Campers love to make use of the treasures found in wood and fields. Those tiny little cones you have found at the foot of the Hemlock tree can be shellacked and attached to a scrap of felt, cut to an oak leaf shape, for a lapel decoration. Or perhaps they could be touched with gilt paint and placed in plaster-of-paris in a metal milk bottle cap. Pin fasteners, only a few cents each, are then easily attached with liquid cement. What an unusual gift for mother right from the woods! (Small cones grow on tall Hemlock trees and some large cones are found on smaller trees—this might inspire a bit of creative writing for a child with imagination.)

Plaster-of-paris added to each end of a large shortleaf or pitch pine cone can resemble a fish, when side "fins" are added. And when aluminum paint is added it gives a fine facsimile. By mounting the cone "fish" on plywood or heavy cardboard and adding a few aquatic touches of grass, stones and shells a novel picture can be made (fig. 1).

Sawing a large cone at its base reveals an interesting ruffled owl's head, and when attached to brown felt, a

cunning campers' gift is made to be worn on a winter coat.

By twisting a few pipe cleaners to pretty pine cones, interesting animals and birds can be created as table favors for special out-door events (fig. 2).

Acorns are favorites with children, whether the caps are "fairy drinking cups" or the nuts bodies for little "woody people" (fig. 6). A bit of wire, a few screw eyes, some colored darning cotton and a dab of paint can produce novel ideas! Shellacked and hung on suede leaves they are lapel favorites—wired, they are little brown animals and fairies, and fashioned with cotton hair and smiling faces they are window shade pulls (fig. 3). Plastic wood can fill the cavity in the acorn hat and with the addition of a metal loop, they make charming sweater buttons (fig. 4). This trick may also be used with halved walnut, butternut and other shells.

Seeds, when artistically arranged on bright colored cardboard, make novel frames for the lovely poems written by inspired nature lovers. And they convey well chosen messages in poetry in a true camp fashion.

Half the fun of finding colored stones and rocks is being able to carry them away with you. Make this a

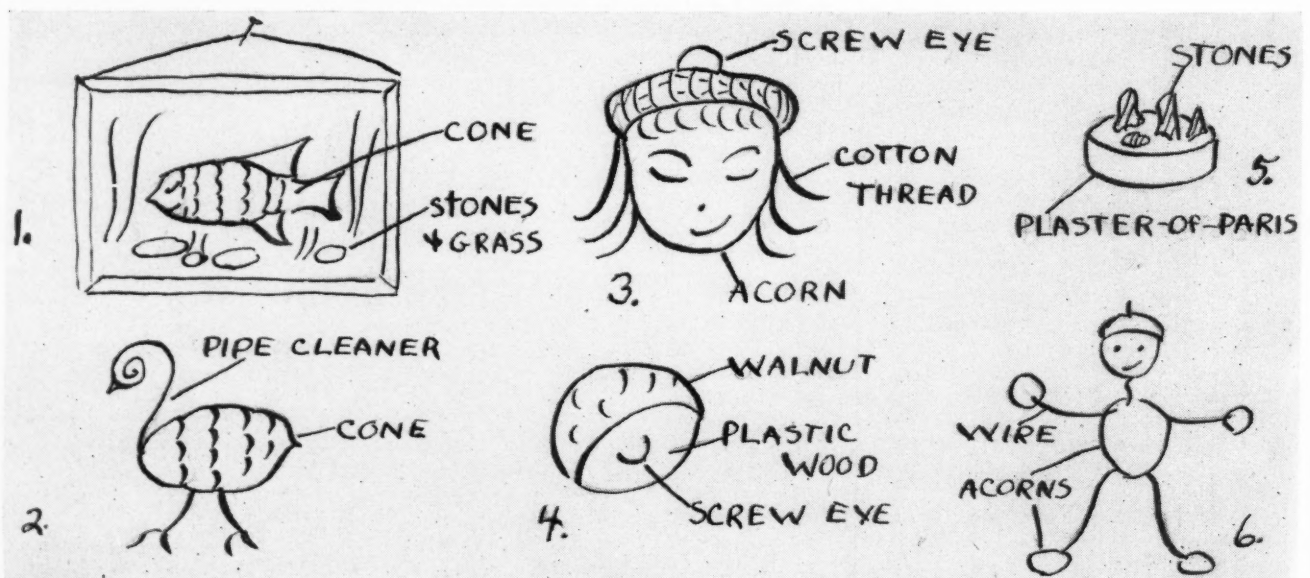
worthwhile adventure by arranging the stones in plaster-of-paris to make a paper weight. An empty powder box or small ring of cardboard must be used to mold the plaster in which the minerals are placed while it is still soft (fig. 5).

Quick-setting patching cement is ideal for the making of miniature fireplaces to be used as ash-trays or incense burners. Choose small stones for this craft—and watch your little stone masons go to work!

There's no end to the possibilities for the use of leaves, flowers, twigs and ferns in the nature-craft program. Spatter printing, printing with blue print paper, smoke printing and ink printing are only a few. Authentic prints made in the natural setting add appeal to any camp program.

To do spatter printing: Pin all loose points of a leaf, fern, or flower on white paper. Dip a tooth brush in colored ink, shake off excess liquid, and gently rub a small stick over the brush, holding the bristles upward over the leaf to be spattered. The tiny drops of ink will outline the object and when it is removed, the picture will be delightful.

Blue print paper directions may be had from the store where purchased,



# e Something

and glass is needed to hold the subject on the paper while being exposed to the sun.

A china or pottery dinner platter will serve for your smoke prints. Grease the underside with bacon fat or shortening. Hold it over a candle until the entire surface is black. Press leaves in the blackened area and then transfer to white paper.

Regular inking-pads, either red or black, are excellent for leaf printing. Press object, vein side down, on soft pad, and carefully transfer to white paper. The use of another piece of paper as a "presser" instead of the fingers makes for neater work with children. Paper plates take lovely prints and make ideal gifts or decorations for a special party lunch in the woods!

Dried grasses and seed pods take on a new life when touched with bright paint and set in a natural container. Use a tin-can stripped from the top and woven with honeysuckle vines for this purpose (fig. 7).

Clay deposits found along quiet streams afford a craft unrivaled for the young explorer and adventurer. A whole summer program can grow from this discovery. Making large grotesque characters of clay is a challenge to any child's creative imagination and utilizes

the many treasures that can be found in the woods. Cherry seeds make excellent eyes for these characters, and long pointed pebbles ideal teeth (fig. 8).

Clay is also ideal for making leaf relief-prints. Press a few handfuls of clay into the bottom of a circular band of cardboard, then press a leaf, some seeds and an acorn or two into the clay. Remove the leaf, seeds and acorn and fill the cardboard ring with plaster-of-paris. When it hardens, remove the clay. The authentic leaf prints may be highlighted with vari-colored enamel.

Short twigs thrust in a lump of clay can be a "make-believe" tree and the seeds from the orange you had for lunch can be glued to the "branches" and touched with orange, red or blue to make cardinals, orioles or bluebirds. A few strands of dried grass twisted around a finger add a bird's nest to the project (fig. 9).

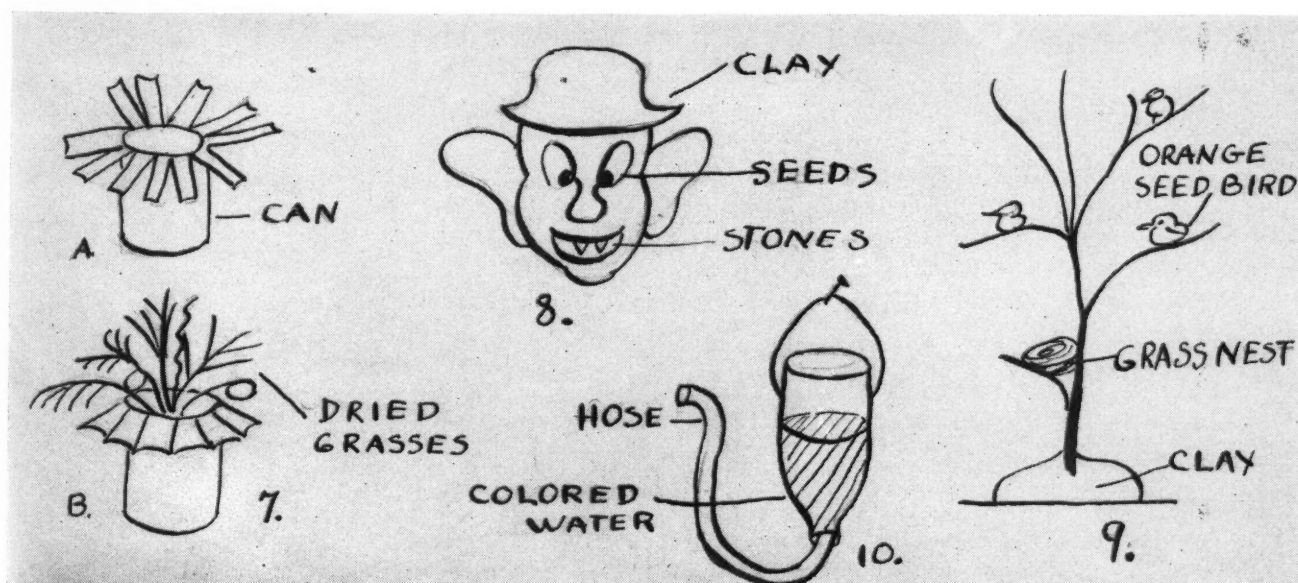
Mayapples fascinate children. Let them find the fruit that grows under the umbrella-like leaves, cut a few in half, add a stick and a leaf and you have a fairy boat! A few twigs and a small fern can produce a "happy-camp bird" or a "what-zit?" Cunning little mayapple characters are ideal for the fairy gardens campers fashion at the

base of a tree with moss, colored stones and perhaps a small pocket mirror for a lake.

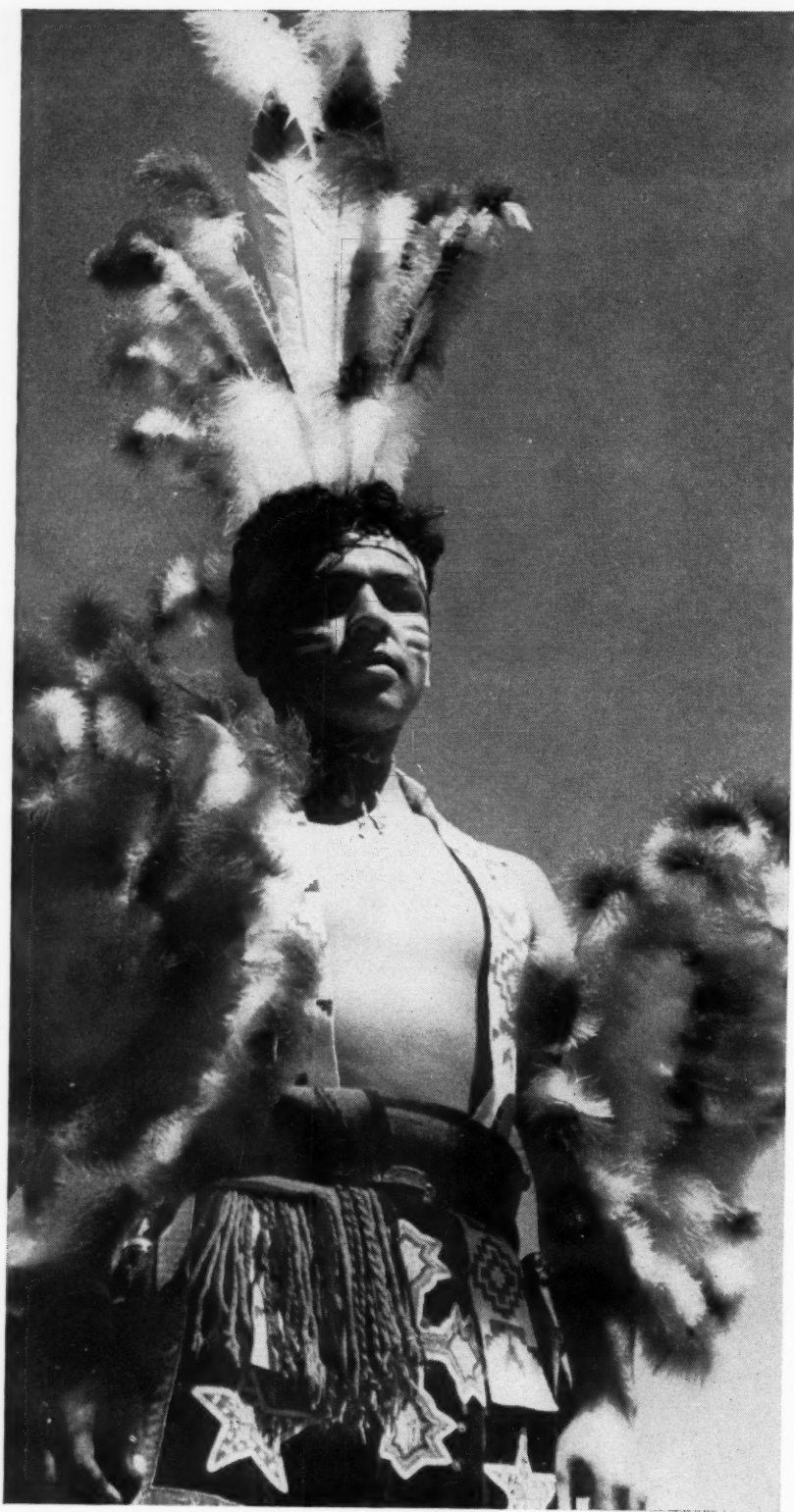
Barometers are always appealing to the scientific child. There are many ways to make weather forecasters — perhaps the easiest is the old bottle method. Drill a hole in the cork of a quart bottle, a vinegar bottle will do, and fit a 10 inch length of rubber hose in the stopper. Fill the bottle two thirds full of colored water and suspend it bottom up. The addition of a piece of wire run through the hose will allow it to be bent into position above the water line of the container. Water will drip out of the spout when rain is due and remain dry in fair weather (fig. 10).

There's nothing like a hiking stick to stimulate a child's craving to carve. Bend their efforts to making designs and initials on a fresh willow or tulip sticks instead of the much abused beech tree. Then let them hold their artistically cut pieces over a campfire to smoke. A beautifully decorated hiking stick results when the remainder of the bark is stripped off.

One word of warning — be sure campers treat their "treasures" as such and stress conservation as they search for materials.







**By Gene J. Gallo**

**Crafts, nature study  
and woodcraft are  
combined in**

**P**ERENIALLY, the lore of the Indian, with all its fine ideals and woodcraft applications, catches the imagination of youth. Indian Lore, under a capable director, can play a vital role in the summer program, lending itself particularly well as a basis for integration of many fields—crafts, nature, council fires and camp projects.

The program's success depends on the leader. One good leader is worth 10 poor ones, and should be paid accordingly, for not only will he make this activity one of the more popular, but might easily do so and serve in some other capacity as well. Indian dancing, more so than craft work, cannot be learned from a book; every effort should be made to secure a good dance leader or train one for future years.

Indian Lore is a two-fold program, the craft side depending upon the dancing side for success. Craft work is of little value or interest unless the campers are given an opportunity to use their creations. Bows and arrows are used on the range; headresses, tom-toms, bustles are made for dancing, and the opportunity to use them should be provided. Indian council fires depend upon regalia for atmosphere.

**Craft Work**

In the craft area, let us start by considering items easily made and useful for dancing. Under the supervision of an imaginative craft counselor, campers may use pound lots of feathers, bells, beads and other items to fashion as satisfactory a product as one made from a kit and at much less cost.

Headbands are easily assembled,

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# Indian Lore in Camp

lending themselves especially well to low cost and imagination. Loose feathers are also used for arm and leg bands, coup sticks, dance fans, shields, decorations on tin-can rattles, and, more elaborately, on bustles. Bells have strong appeal to boys and give more value per dollar than any other item in charging the atmosphere.

In order to keep projects simple enough to hold young, wandering minds, use cardboard for bases of bustles, headbands, dance fans and the like, with the feathers easily attached by staples or glue. Use crayons for decorating breechcloths, and beads with larger holes for younger boys.

Although totem poles are sometimes good, avoid projects that require too much time to complete. Although they also require time, drums are proud possessions when completed. Moccasins should be of the Blackfeet style, requiring only a hand-stitched seam down one side plus simple beadwork. Consult any of the many good books for numerous imaginative designs for other craft projects.

## Dancing

Although accomplished dancers can not be produced in a short camp period, it is surprising what can be done. The first rule is to get the boys dancing — that is what they're there for, so get started. Throughout the instructions, keep in mind the basic step, a one-two count, on which the knee gives on the second count, letting the weight of the dancer settle. Consult good books to supplement one's own first-hand experience. Now that they're dancing, provide the opportunity to dance at a campfire. Then watch the Indian craft program flourish.

A good routine used by the author for beginning instruction was:

1. Construction of simple headband to lend effect.
2. Teaching of the side step, easy to supervise.
3. Instruction in hop-hop step, easily learned, gives rhythm.
4. Instruction in holding of arms, crouching.
5. Conduct a full dance such as simple corn dance.
6. Rest, boys are tired and willing to listen. Further demonstrate basic step, the use of rattles, coup sticks, shields, effectiveness of bells, the typical looking pose, and other craft objects that may be made. Good time to answer questions or explain dances.
7. Work a while longer on refinements, hold a challenge dance such as feather dance where each dancer tries to pull feather from ground with his teeth, or work on another simple routine.

Other good dances for practice sessions are: Stalking, Rattle, War, Eagle and finally the Hoop. The Beaver Dance given by Bernard Mason in "Dances and Stories of the American Indian" should also prove popular. Vary the teaching methods, keep it lively, encourage the boys and success is certainly yours.

Indian Day in camp can be the highlight of the season, if it is well planned. One cardinal rule for success is that the whole camp participate. Use only games that are easily supervised to avoid arguments, which spoil the fun.

Campfires are where Indian Lore really shines. One of the first campfires of the season should contain a note of the Indian element to capture the camper's imagination. A later

campfire should give the boys an opportunity to participate. One of the best council fires is the give-away dance as outlined by Mason in his book; sure to be the season's highlight.

Village dances, challenge dances and games, and competitive dancing are also good program material for Indian council fires. The staff might present an entire dance program, carrying the solo roles themselves, with the younger boys filling in on the group dances.

The award campfire at the end of the period is ideal for the Indian theme. It gives the boys an opportunity to show their skills.

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Recommended books on Indian Lore include:

## Dancing

*The Rhythm of the Redman* by Julia Buttrey.

*Dances and Stories of the American Indians* by Bernard S. Mason, A. S. Barnes Co.

## Crafts

*The Book of Indian Crafts and Costumes* by Bernard S. Mason, A. S. Barnes Co.

*Indianscraft and Indian and Camp Handicraft* by Ben Hunt, Bruce Pub. Co.

## Story Telling

*Cry of the Thunderbird* by Charles Hamilton, MacMillan.

## Comprehensive

*Book of Indian Craft and Indian Lore* by Julian H. Salomon, Harper Bros.

**M**OST CAMPERS WANT to shoot—they want to have the thrill of taking careful aim, slowly squeezing the trigger, and hitting the bullseye. While .22 caliber rifle shooting has long been an organized activity in camps, air rifle shooting has also recently become popular in many camps throughout the country. The editors of *CAMPING MAGAZINE*, believing that many directors may be considering addition of this sport to their programs, asked several directors of camps where it is an established activity how they conducted the program and how successful it was.

Air rifle shooting was used both alone and in connection with a .22 program. Many directors felt that air rifle training was a valuable introduction to .22 shooting. Walt Southworth, YMCA, Louisville, Ky., stated that the air rifle program was used alone in day camp but considered a "stepping stone" to .22 shooting in resident camp. In most camps where both programs were in action, the air rifles were used by younger campers.

**Have you tried this growing camp activity —**

## Air Rifle Shooting

Gene H. Altman, director of Camp Thunderbird, replied to the question on camper interest with the following statement, "Primarily the younger boys, 8 to 11 years old, were interested but some 12-14 year olds participated. The interest was not quite as high as that in .22 shooting, but air riflery still carried its own group of enthusiasts." Max Lorber, director of Camp Nebagamon, said that the interest in both types of shooting was equally high among campers in the 9-10 age group.

All the camp directors found that the necessary range and backstop for air rifle shooting was fairly easy to construct. Natural terrain, such as a hillside, was frequently utilized for the range. Some camps conducted the air rifle program on an already established .22 range, shortening the firing distance to 15 feet.

Backstops in some camps were made by stuffing corrugated boxes with crumpled newspaper. The same type of backstop was also used indoors. Use of indoor air rifle shooting for a rainy day activity was recommended.

As in all camp activities, leadership plays an important part in an air rifle program. Walt Southworth said, "The counselor in charge has special training so that his instruction would be both safe and educational. He was given instruction in the proper firing position, loading, safety precautions, teaching techniques, and scoring system." While many of the camps had specially trained counselors in charge of the air rifle shooting, others felt that almost any counselor, interested in the sport, could conduct the program with the guidance of the .22 riflery instructor.

The National Rifle Association has established a Junior marksmanship program for spring-type air rifles. This program supplies targets for the 15 foot range, instructions, rules for competition, and brassards and medals. Most of the camps cooperating in this survey either were affiliated or planned

In most camps campers did not supply their own guns but did pay for awards. In some cases they also bought their own ammunition.

All the directors were most emphatic in their reply to a question on safety procedure. All stated that they followed the rules set down for .22 shooting by the NRA. All felt that careful supervision and thorough training in safe handling of guns was a very important part of the program.

One suggestion included by some directors in their descriptions of the air rifle programs was that some of the air rifles tended to rust quite easily and required extra care to prevent this.

Another suggestion by Cliff Drury was that there need to be some mechanical procedures set up to facilitate air rifle programs—little things like issuing correct amounts of ammunition, portable air rifle carriers, indoor target backstops, etc. He also said, "We look forward to as large an air rifle program as .22 riflery. We are very much sold on it."

Several camp directors felt that it was very helpful to follow the instructions of the manufacturers in setting up



Camp We-ha-kee, Hughes Photo

to join the NRA. A summer camp membership in the NRA must be filed before June 1 and costs \$5.00. Membership, while not necessary for a successful program, lends an official stamp to air rifle shooting and helps to put it on the same footing as the .22 program.

The cost of an air rifle program was described as very low. "It was a much cheaper program and we did not have to make any extra charge to campers," R. W. Bope, YMCA, Bakersfield, Calif., stated. Another reply to the question on cost was made by Gene Altman. He said, "The cost was so small it is hard to compare. Our range and guns did not cost more than \$35." Targets and ammunition for air rifle shooting were about 1/10th as expensive as other shooting in the program conducted by Cliff M. Drury, YMCA camp director, Detroit.

the program.

An interesting sidelight on the advantages of air rifle program was given by R. W. Bope in the following statement: "Since there was no extra cost to the camper, he felt freer to shoot in all four positions. Thus we were able to really put on a more complete program than we had with .22 shooting which was all prone."

Walt Southworth seems to sum up the opinions of the other directors when he says "This activity is a wonderful means of educating campers and parents of the proper use of air rifles. All of our campers thoroughly enjoyed this activity."

Camp directors, interested in an air rifle program, may obtain further information from the National Rifle Association, 1600 Rhode Island Ave., N. W., Washington, D. C., or from manufacturers of air rifles.

# 19 Campers and How They Grew

.....

I WATCHED 19 youngsters learn to walk the adult way last summer at a camp where teen-age boys and girls were given the opportunity to map out their own lives for a time.

The system by which they learned was de-centralized camping. The oldest and most experienced campers lived in a unit removed from the main camp. There, they were responsible for their own lives and that of their community. They planned their days. They helped build their unit. They assumed the responsibilities of maturity at their own level. And how they grew!

Boys and girls 14 and 15 years old live in a confusing world of insecurities and self-fears. They have suddenly discovered that the world is a big place. And that it is theirs to take or leave. They find themselves grown into a co-ed world and they are uncertain.

They have been sheltered by home and parents from physical and psychological fears. Yet their new-found strength urges them to reject shelter at times for independence. They want to stand alone yet they are afraid to try.

They are facing for the first time the possibility of taking on added responsibilities. We want them to make their own decisions. Yet they hesitate, afraid to step one way or the other and confused by the signs that beckon this way or that.

What they need, then, is the freedom to explore their own potentialities without fear of ridicule or failure. They need a society in which they will feel both secure and confident. They need the comradeship of their contemporaries. In such a society, where all are at the same level, each feels free to try out his wings.

The de-centralized camp unit can provide this necessary climate. Here, teen-age boys and girls find security among people whose thinking is on their own level. Because they are the most experienced campers in camp, they are privileged to run a commun-

ity of their own. Herein lies their distinction and their security.

From here, exploration is a friendly affair. They are not afraid to step out and try. Through a process of regression and progression, they gradually gain the confidence needed to act on their own. And as they find more and more that they are able to fulfill their potentials, confidence gathers momentum. They are no longer afraid to grow up.

Camp Chateaugay at Merrill, N. Y. provides a unique set-up for its teenagers. Directors Aaron and Lil Rose consider their Wilderness unit for experienced campers the most important part of their de-centralized camping program.

The Wilderness unit is far enough removed from the main camp to make bicycles an almost necessary means of transportation. This is an important factor in creating a sense of distance and distinction.

The entrance to the unit is distinguished by a rustic gateway built by the first Wilderness group. Beyond this stands the cook shack, originally a square cabin, screened in all around. Campers have since built a small addition on one side to house an old wood stove and a wood bin. The shack contains two long eating tables, food storage shelves and shelves for cooking and eating utensils. Campers have also added work benches for the dishwashers.

Canned vegetables and fruits, bread, and other staples are kept at the shack. Perishable provisions are brought as they are needed from the main dining hall.

To the right of the kitchen and sheltered in the trees is the girls' cabin. To the left, is the boys' cabin. Each is furnished with enough bunk beds for a maximum of nine campers and two counselors.

Wood for cooking and building must be gathered from the forest lying beyond and around the unit. The wood pile is kept high through the efforts of a rotating wood detail whose

duty it is to gather, saw, and split wood every morning.

Axes, bucksaws, hammers, nails, and bike repair tools are kept in the kitchen. The campers are responsible for keeping them in good condition. They soon learn the disadvantages of a blunt axe or saw.

The de-centralized camping system puts the youngsters at once into a situation in which they are deprived of the conveniences of ready-made plans, ready-cooked meals, and someone to direct their activities.

As soon as they move into their own community, these adolescent youngsters are faced with the reality that their life is dependent on themselves.

BY MARGARET L. HAKE

• • •

They see that they alone are responsible for the function of the community.

There is no one to cook for them, so they must decide who is going to do that. And where does the wood for fire-building come from? And who will transport the food from the main camp? And if the meal isn't good, or ready on time, whose fault is it?

So their first taste of responsibility is the organization of a work schedule. They find that it should be rotating, so that the same people do not have to chop wood, or cook, or empty the garbage every day. There are other jobs to be done, too. The out-houses and cabins must be cleaned and trash cans emptied. And they must decide when the work shall be done.

One morning early in the season, we had oatmeal and cocoa for breakfast. The cereal was dry and sticky. The cocoa was bitter.

"Gee whiz, do we have to eat this stuff?" complained Jack, 12-year-old newcomer to Wilderness.

"No," replied a 13-year-old girl whose shorts were stained by cocoa





S. W. Bloom Photo

*Valuable experience in outdoor cooking, fire building and all woodcraft activities is gained by the campers in the Wilderness unit.*

and whose hands were black with charcoal, "you sure don't. Go hungry. But you're on cook tomorrow so just see if you can do better!" There were no come complaints.

Someone has to plan the menu. One night as we sat in the kitchen talking over the successes and failures of the first two weeks of living together, a youngster said, "Heck, we've had tuna fish sandwiches practically every day for lunch."

"Yeah," someone else chimed in, "and can't we have anything but hot cereal for breakfast?"

"Well," said a 15-year-old boy who was a second-year Wilderness camper, "let's tell the dietitian, maybe she'd change things."

"Ah, that wouldn't do any good."

"Let's write down what we do want," said Joan, "and give her a list."

When the youngsters went to the dietitian, she suggested that they plan their own menus. After that, two campers and a counselor conferred with her every three days. The menu was posted in the kitchen. The messengers who brought the food each day were responsible for getting what was planned. There were no more cries of, "We have this stuff all the time." Any complaints were quickly squelched by, "O.K., you plan the menu next time."

They found that in their planning they had to consider not only a bal-

anced diet but also what food was on hand and what fresh foods were in season. They gained a new respect for the dietitian and the cooks at the main dining hall.

Not only are they responsible for the life of their unit but also for the success or failure of their individual actions. They know what activities are offered at the main camp. They know when they are expected to show up for swimming instruction which, at our camp, is the only universally required activity. They are not told, today we do this or that. Instead, they find that they must ask themselves, what shall I do today, or, what would we like to do today.

They find that their likes and dislikes must be conditioned to a certain extent by the needs of the whole camp.

The riding counselor only had to tell them once, "I'm sorry kids, no riding this afternoon. You know you have to sign up with the stable manager at least two days ahead of time." And they learned the considerations that go with planning.

A work project and out-of-camp trips are part of the itinerary suggested to Wilderness campers. As the 19 campers worked their way through the early stages of planning, each one discovered that he must respect the feelings, ideas and abilities of his contemporaries. Then, after the initial plans were laid, they found, as a

group, that the rest of the camp must be considered from the standpoints of program, activities and even finances.

They learned that planning begets work. "Let's build a lean-to for younger campers to use on overnight hikes." This, they find, not only entails hard physical work but also time taken from other activities. The result is a voluntary curtailment of spur-of-the-moment decisions or pleasures. "We can't swim this morning, gang, if we want to get the foundation laid before it's too hot to work. We can wait until general swim this afternoon."

On trips, our campers came to grips with responsibility in its most essential elements. Decisions in most matters were in their hands. The actual route had to be mapped out, the means of transportation agreed upon, the menus planned. While on the trip they had to regulate their own time and speed. They had the opportunity either to show good judgment or not. The effects of their decisions were immediately obvious to them; action and reaction, decision and result. Direct experience was their teacher.

Because they were on their own and had not only to plan together but to work together, these boys and girls saw each other in every situation. They were availed the opportunity to develop a realistic attitude toward their own and the opposite sex.

Working together on projects and work details, and on trips, they discovered the joys of natural comradeship. They found that those of opposite sex are also people; not just fixtures or peculiar creatures.

They boys found, to their surprise, that a girl could swing as mighty an axe as they. They found that good looks were no indication of character. "She's not pretty but gee she's the best in the bunch!"

The girls, surprised at first by the lack of attention their flirting received, dropped their female armor with a clatter when they discovered that, as Linda put it, "Those guys are really swell!"

They saw each other the first thing in the morning, after several hours of hard work on the wood pile, in time of strain and discouragement, in times of giddy happiness. And they grew to accept each other on a more mature level.

What problems did we encounter in our experience with de-centralized camping?

We did have problems in our Wilderness unit. Problems are inherent in growing up. And at this particularly upside down time of life, the going can be rugged.

We found that our sense of separateness from the main camp at first hindered participation in camp activities. Teen-agers are apt to be apathetic if not presented with enough of a challenge. But, this is not a time when uniformity can or should be stressed. As our campers became acquainted with the system, they learned to accommodate activities into their own plans.

We found that the age difference between the boys and girls caused some friction, the girls being somewhat more mature physically and emotionally than the boys. Yet, as time went on, and they learned to accept and respect each other, this problem straightened itself out.

If the counselors involved have an open and sympathetic understanding of the teen-ager and his intense individualism, many problems automatically solve themselves. As long as he knows that he has the understanding of his counselor, the teen-ager will strive to cooperate.

Are the campers too much on their own? No—while the door to independence is opened to them in a new and friendly way, they are not shoved through it. Ideally, their counselors should be prepared to meet them at the doorway, on their own level. The counselor is trained to expect both regression and progression. Knowing that their counselors are "with" them provides the campers with an important sense of security. Of course, the danger of too little or too much counselor direction is present. This is a very real problem and depends to a large extent on careful choice of counselors suited for the job and on their pre-camp training.

Choice of counselors is probably the most important consideration of the camp director in setting up a de-centralized unit.

Aside from the personality of the counselor, which is especially important to the teen-ager, there are more mechanical considerations. For instance, the counselor should be familiar with every facet of the camp system. He should know its program possibilities and its limitations. He has to be well informed on every phase of camp policy so that he can main-

tain a semblance of policy in his unit. In all this, it is essential that he and his directors be in close cooperation.

Counselors who deal with teen-agers must be mature and stable individuals. This is true in any camp system. It is even more essential, however, in the de-centralized system, which, by its nature, requires self-motivation and the application of democratic principles of self-government. The person who cannot govern himself cannot cope with this situation.

As for the problems adolescents meet in their de-centralized camping experience: sometime they will have to cope with the same problems in a still more vital, yet parallel situation. Familiarization with the realities of life now will make for a more successful conquest of those problems later in life.

It was a rewarding experience to see the results of de-centralized camping take effect on our campers. Their growth was obvious. From self-responsibility they grew gradually into a more mature realization of their responsibility to each other and to their camp.

There is no magic potion that can sprout adults from children overnight. Indeed, we often wished that we could spend a period of years with our group to help them get a true grasp on maturity. De-centralized co-ed camping is for teen-age campers what college is or was for their counselors. It is a time when seeking and experimentation in camp help to bring

them closer than ever before to the adult world into which they must graduate one day. We met stumbling blocks aplenty, but in the end our campers had learned a great deal. They had evolved to a point beyond that at which they had begun the season.

First they were concerned only with themselves. Keeping the cabin neat was as far as their obligation went. Then they discovered their responsibility to the unit through the various problems encountered in planning work and play. Next, they found that they had a responsibility to the younger campers. They could be counselor-aides at the waterfront. Their sense of duty encompassed the lives of others. Finally, they came to regard their position in relation to the whole camp as one of responsibility.

Our reward was in seeing our campers take over their unit during the last weeks of camp. For the youngsters took care of the details; planning the final worship service, finishing work on their council ring, helping to get the younger campers packed, and decorating the main lodge for the banquet. Where early in the summer they had been reluctant to leave the unit except when absolutely necessary, now they were in and out all day, absorbed in the work and activity that had evolved out of their own plans.

We watched our campers enter into a race from which they could and did emerge the victors. Independence was their prize.

*Morning activity in the wilderness unit. Teen-agers plan and cook all their meals as well as engaging in building projects.*

S. W. Bloom Photo







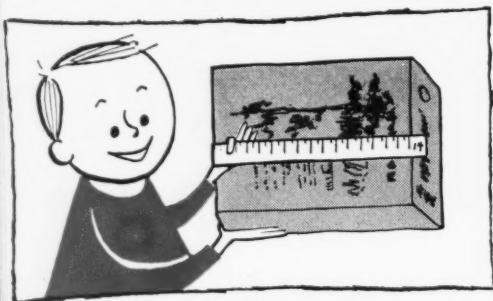
# Kamp-Pack

Special Food Pack for Hikes, "Cook-Outs!"



**Kamp-Pack**

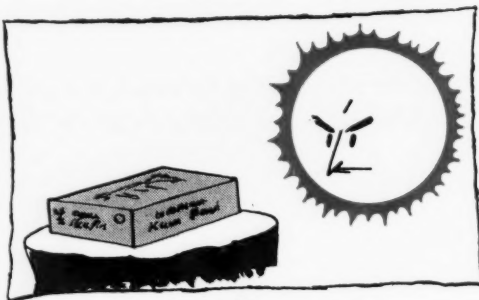
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1

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12-24 meals fit in one foot square 3 inches deep. We recently filled a three foot wide closet with Kamp-Packs. How many—2,304 complete adult meals fit in this tiny closet.



2

## NO problem Spoiling

Kamp-Pack food keeps indefinitely without refrigeration. Hot weather doesn't bother Kamp-Pack. It never spoils or gets stale. Can't freeze either. Water-proof and exposure-proof, too.



3

## NO problem before the trip

—you save costly labor mixing, fixing, wrapping, and packing food to take. Counselors can arrange a "Camp-Out" in 5 minutes. One meal or three days —just pick up enough packets and go.



# Kamp-Pack

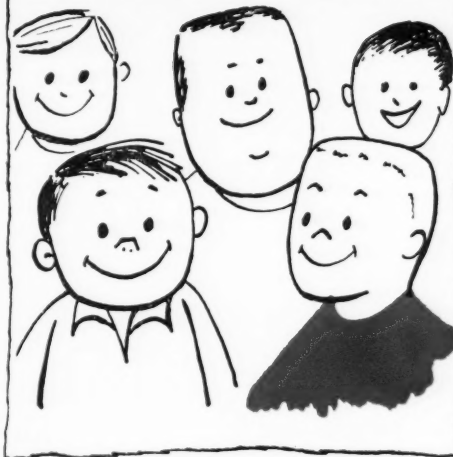
**BRINGS 'EM BACK NEXT YEAR!**



**4**

## **LOTS of Fun**

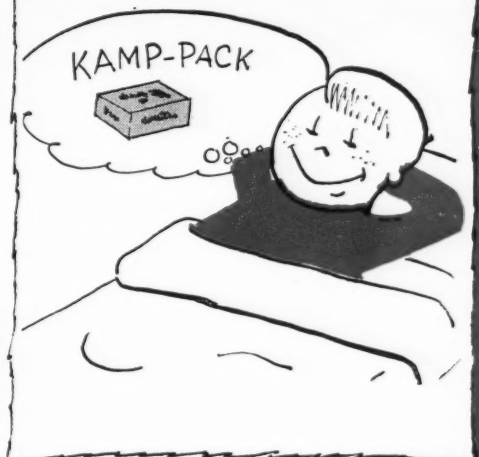
for kids and counselors cooking their own easy, delicious meals. Kamp-Pack makes food preparation EASY. That's why even younger groups have more fun on "Cook-outs" with Kamp-Pack.



**5**

## **LOTS of Nourishment**

needed on a long hike to keep the kids peppy and happy. Hot soup, hot biscuits, meat, peanut butter, jelly, dessert — there's an outdoor meal dieticians approve of. Nothing to add but water.



**6**

## **LOTS of Happy Memories**

remembering the hike, Kamp-Pack and the wonderful time at your camp. Camping out is the high point of a stay at camp. If it's easy . . . if it's fun . . . if they learn to cook . . . they'll love it.

**Makes hikes easy for you, fun for everyone . . . and . . . be sure they'll come back next year . . . tell their friends about your camp too.**

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# Use Your Camper Evaluations

By WILLA VICKERS

**M**ANY CAMPS ask campers to prepare an evaluation of their camping experiences, in order that whenever possible succeeding seasons may be designed more nearly to fit the campers' needs and wants. Where are your camper evaluations from the past season? Filed neatly away, eventually to be relegated to the discard? Or circulating on a year-round basis where they become dynamic working factors for better camping?

In order to obtain the greatest value from a planned recording of camper thinking we need a system that, put into effect, will give an accurate expression of opinion both on activities that have proved enjoyable to the camper and on improvements that will enhance the next year's program.

Our camp is the responsibility of an established camp committee and our campers are invited to direct their evaluations to this group.

The relationship of the committee to the camp and campers can be established throughout the season. First an explanation of the purpose of the camp committee is given. This can be done in a variety of ways, depending upon the ingenuity of the staff in developing an orientation program for the campers upon arrival at the site. Building of the camp might be dramatized. Members of the committee might be invited to come to camp and at campfire time tell the story of their own camp activities and what they have been doing on a year-round basis to put the camp in readiness. Meal time conversation, guided by the staff, may include discussion on the camp

committee's contribution to camper happiness and comfort.

The central camper planning committee may be the group which explains the committee's function. This committee would decide at planning meetings what things are important for the entire camp group to learn and then carry the story back to their living groups.

As camp committee members visit camp during the season, attention may be called to the campers of the job for which each particular committee member is responsible. If a camper has commented on improvements he or she thinks would be valuable, the camper should be given an opportunity to talk with the committee member and gain the experience of free expression to others on a constructive tone.

Further preparation comes, indirectly, in campers learning to evaluate their own camp projects upon completion. Help should be given in learning that in evaluating one must consider the pros and cons of a given situation. Seeing the importance of evaluation as a means of improving program activities for themselves will help campers see the value of constructive suggestions and the total camp plan may benefit.

Counselors will have more interest in securing camper evaluations if they have the opportunity to assist in arranging the evaluation period so it becomes an integral part of the camp program. They will greatly help the director by suggesting ways that campers in their units are most able to ex-

ecute such evaluations. Written form of evaluation is, perhaps, the common method, but what about the younger camper who has little experience in writing and less demonstrated ability at spelling? Would pictures give the same information, coming from younger campers, and be fun to do? Would younger campers express themselves freely in a unit campfire discussion with the assistance of the staff—or one staff member?

Ceremonial presentation of evaluations may give them a more exciting and adventurous place in the program, with campers turning their written ideas into a "wishing kettle" placed so they will pass by it as they leave for home. Or a suggestion box in each unit may be the answer so that evaluations become a daily, rather than seasonal, experience. Campers could drop in notes on activities they like, program that could be improved, or facilities that need remodeling, repairing or may even prove to be outmoded.

Whatever method is used, the staff and camp committee will be helped in studying the evaluations if a face sheet is attached giving the dates of the particular session, the age level of the unit, and the unit name or location. In addition the staff may welcome the chance to add their own comments on the camper evaluations, explaining why they think recurrent suggestions are made, why certain parts of the program mentioned with favor were successful, and how they would handle the suggestions for improvements.

Comments from the youngsters

Camping Magazine, May, 1953

*Dobbs Houses, Inc., Dining  
Room, Atlanta, Georgia, Airport*



*Dobbs Houses Tray Service Kitchen,  
Atlanta, Georgia, Airport*

**Sexton**  
*Quality Foods*

**Readers pick Sexton**

Dobbs Houses, Inc. specialize in the feeding of airline travellers, serving thousands of meals daily to passengers aloft and on the ground. For its discriminating clientele, Dobbs has standardized on Sexton Foods because to the smallest item, Sexton quality is dependable. True catering talent expresses itself ideally in serving those small taste tempters that Sexton prepares so well. Be it olives, pickles, senfgherkins or corn relish, the zestful savor is uniformly delectable.



themselves, written in their own handwriting, have much more appeal and affect on adult thinking than if the same information was presented more formally and in concise report form by the staff. Misspellings, peculiarities in grammatical structure, may amuse the adult reader, at the moment. But as humorous incidents tend to stay with us, the thoughts that are expressed in such fashion by the campers will also stay with those responsible for the camping program.

Possible uses of camper evaluations include:

1. Discussion in staff meetings. Many immediate improvements in programming can be worked out with the entire group contributing to the thinking. For example, in a study of camper evaluation's of our camp the older girls repeatedly asked for sweeter "snacks." The suggestion was made that the campers be given the ingredients and make their own. The girls were delighted, for a time. When the novelty wore off they were quite content to come for the snacks prepared at the kitchen for all campers.

2. Study by the camp director and those directly responsible for general camp and unit programs, to glean new ideas to incorporate into the current season activities.

3. Basis for the director both for conveying information as to good work done by staff members, as seen through camper eyes, and for talks in personnel counseling where evident lacks in skill of leadership are noted in campers' comments on staff relationships.

4. Topic of conversation between director and her own supervisor. In some organizations this could mean both the professional supervisor and the volunteer-personnel committee.

5. Reports for annual evaluation meetings of the camp committee and/or the board. To make them more interesting several staff members might be asked to attend and summarize the unit reports. Another staff member might review the evaluations of staff members.

6. Distribution to various board committees for study to see how camp can be carried through into the year-round organization program.

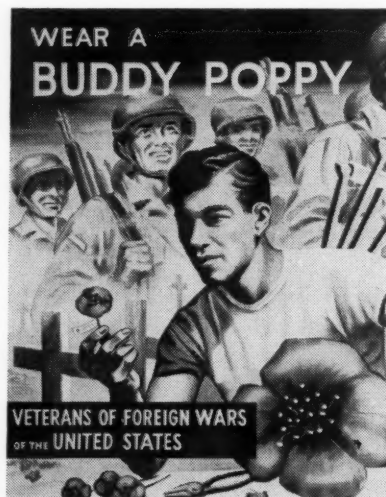
7. Distribution to various subcommittees of the camp committee or to persons responsible for specific phases of the camp operation; i.e., the dietitian may gracefully accept changes in

menu proposed by a camper where he or she might be inclined to resist the suggestions of an adult.

8. Summaries of specific items in the evaluations might be prepared for the persons responsible for camp operations. If this type of report is used, each item should be listed and the frequency with which it appears on the evaluations be tabulated. This gives a factual story of the number of campers who either liked or disliked some phase of the camp program and could have much bearing on whether an activity should be retained as it is or altered to have more camper appeal.

9. After the first few weeks of camp, evaluations are given, when possible, in advance to official camp visitors so they may have a picture of camping from the children's point of view and be alert to the actual camp program. A tour of camp, followed by a talk with the camp director, offers opportunity to see for themselves whether camper comments are justified and to talk over need for improvements. In many cases better interpretation as to why a requested program activity cannot be carried out in the current camp schedule will be necessary.

If interpretation is needed as in the



case of a request for a swimming pool in a camp where water conditions or cost do not warrant developing such a facility, then a more complete plan of interpretation can be developed and set into action. Articles in the newspapers, stories in the organization's local bulletin, or word of mouth publicity may be indicated.

10. Public Relations committees have a wealth of material in camper comments. In window displays our camp promotion committee displayed

enlarged copies of camper evaluation letters. Displayed in a front window of one of the leading stores, they were seen by everyone and camp became the talk of the town. Later the same posters were used in conveying to the public the story of how the Community Chest supports the agency camping program.

11. Talks before service clubs, when making appeals for campership funds, have added punch when actual stories of former campers are brought to the attention of the audience by reading some of the camper evaluations.

12. Camper evaluations that have served their usefulness to the organization could have a last fling by being used as place cards at service-club luncheons—again powerful talking points when making an appeal for additional funds. Where these methods have been used, there has been a tendency for groups to increase campership donations.

13. Pre-camp training plans that include presentation of evaluations of the past season will provide a way to show new camp staff members what campers think of activities. These may serve as the basis for general discussion or each unit staff group might study the evaluations written by campers of the same age with which they will work and find ways in which dissatisfactions could be overcome. Their findings should be reported to the total staff.

Camp directors, by study of campers' written opinions, will locate areas which need better interpretation. Then, new staff and returning staff members can be helped to acquire skills that will aid in overcoming shortcomings that have been evident to campers.

If the total compilations of evaluations seems too unwieldy to cover within the given time for pre-camp training, then summarized reports, showing the pro and con thinking of campers, might easily be mimeographed and incorporated into the staff manual to be distributed during the training sessions.

Whatever our plan for utilizing this wealth of material may be, we cannot overlook the fact that when we ask for information we also assume the responsibility for reporting back to those contributing their thinking. Methods should be devised to let campers know that you are listening to their suggestions.

# ACA NEWS

## Hotel Statler, New York, Site of 1954 ACA National Convention



The Hotel Statler, centrally located in New York City, has been designated as the site of the 23rd ACA National Convention on February 2-6, 1954.

About 800 rooms in the Statler have been set aside for this period to accommodate members and friends of the Association who do not live in the New York area.

The Grand Ballroom and Balcony, as well as Parlors One and Two, will be given over to commercial exhibits.

This space allows over 100 booths for commercial exhibits. Over 80 booths have already been sold and the exhibits committee chairman, James W. Moore, reports that commercial exhibit space is expected to be completely sold by the end of May 1953.

General meetings of the convention will be held in the beautiful Georgian Room, with six or seven adjacent conference rooms reserved for kindred and discussion groups.

Registration and hospitality desks will be on the Mezzanine, located just a few steps below the Ballroom floor where the main events of the convention will take place.

The Operations Committee for the Convention, responsible for securing the hotel facilities, is chaired by Max Oppenheimer and Howard Lilienthal. Allen Cramer is serving as general chairman of the 1954 Convention.

Plans for all phases of the conference are well underway and all ACA members are urged to note the dates, February 2-6, 1954 and plan to attend.

## Program Activities, Camper Awareness Broadened By Intercultural Activities

By CHAUNCEY G. PAXSON  
*Chairman, Intercultural Committee*

Interest in international, intercultural camping has taken significant forward steps in recent months. The Region II ACA convention, held in Philadelphia in January, included valuable contributions in this direction through an address by Pearl Buck, internationally known author. Her remarks were challenging and brought forth wide participation in the question and answer period which followed. The following day interested camp directors and others indicated a growing trend by their participation in a panel discussion of "The Opportunities and Values of Intercultural Camping." Since this is apparently a trend being followed with interest across the country, a limited number of transcripts of the above sessions have been prepared and are available without cost to those who can make use of them. Requests

should be directed to Chauncey G. Paxson, Camp Pocono, Penns Park, Bucks County, Penna.

Your chairman wishes to suggest several channels available to you to develop further interest in international, intercultural camp projects and camper understanding this summer.

UNICEF (U. N. International Children's Emergency Fund) has a program in which campers may participate, not only during the summer season but also by carrying their camp learnings over to celebration of U. N. Day on October 24th. Write to Miss Helen Matousek, UNICEF information officer, United Nations, New York. She is in charge of all information covering UNICEF throughout the world, and will welcome your inquiry by mail or by visit. An article on this subject, scheduled to appear in the JUNE CAMPING MAGAZINE, will be well worth your reading.

Meals for Millions Foundation is an organization with a very worthwhile program planned around shipment to needy countries of a tested product known as Multi-Purpose Food. Perhaps you have read reports of it in the Reader's Digest, Ladies Home Journal, Changing Times, or the February issue of CAMPING MAGAZINE. One authority has stated: "Nothing more amazing has emerged from California than the 3¢ meal — Multi-Purpose Food produced to feed the world's hungry." Write to Ernest R. Chamberlain, secretary of the Foundation, 648 S. Broadway, Los Angeles 14.

The National Association of Foreign Student Advisors is an organization cooperating with ACA in bringing together qualified students and camp directors where there is a mutual interest in developing an international, intercultural camp staff. A notice bringing this to the attention of faculty advisors in the many U. S. colleges and universities will be included in the monthly news letter of N. A. F. S. A. Write Miss Jean Carlisle, director of summer employment for the Association, 291 Broadway, New York 7, for further information.

There are many ways in which all of us can assist in this field, even if we are just making a beginning. Won't you indicate your interest by contacting your chairman at the Penns Park address listed above and giving the following information:

1. Name and address of your camp, if interested in international, intercultural camping. (Such a list would enable us to collect and pass on results of experiences in this field, both successes and failures, and therefore help to assure better programs in the future.)
2. List types of in-camp activities developed to accumulate funds to support intercultural efforts outside of camp, such as UNICEF, Meals for Millions, etc.
3. List reliable contacts you know of through which directors may expect to find qualified staff with backgrounds providing intercultural interest.
4. Indicate your willingness to share in a "shirt-sleeve" session in the Fall of 1953, to evaluate the results of this summer's activities and develop plans for further constructive action helpful to our camps and campers alike.



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FOOD  
QUALITY  
UP!**

**HIGH  
LABOR  
COSTS  
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*Ready-Cut* **PORTION-CONTROL MEATS**

## COLONIAL BEEF

### *Ready-Cut* PORTION-CONTROL MEATS

You save Time . . . save Labor . . . save Money — and keep menu quality up — with Colonial Beef's "Ready-Cut" meats. More and more executives, responsible for the quality and economy of the foods they buy, have learned that fresh-frozen individual portions are the most economical and efficient way to serve meats; and here are just a few reasons why:

- The exact cost per meat portion — right to the penny — is known.
- Inventories are no longer a headache. The number of portions bought and the number of portions served are readily determined.
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## ACA NEWS

### More Data on Red Cross Schools

Additional information on Red Cross Aquatic Schools planned for this coming season has been released. Schools scheduled for the Southeastern Area include:

Small Craft School—Camp Chickagami, Soddy, Tenn.—June 8-18.

Regular Aquatic School—Mary Karl Vocational School, Daytona Beach, Fla.—June 10-20.

The regular aquatic school in Daytona Beach will have a special section devoted entirely to surf rescue.

Listings of Red Cross Aquatic Schools scheduled for areas throughout the country appeared in the April issue of Camping Magazine.

### Colorado University Plans Workshop

The University of Colorado at Boulder is again offering courses in camping and recreation in its summer session. The courses are offered for college credit in conjunction with the Recreation Leadership Workshop and run from July 23 to August 25.

Dr. Harold Meyer, Professor of Sociology, University of North Carolina, is director of the workshop and will offer courses in the theory of recreation. Miss Mildred Scanlon, Recreation Specialist, National Recreation Association, will offer courses in the practical aspects of recreation. Dr. Gerald Burns, Assistant to the Vice Chancellor, New York University and former ACA Executive Director, will offer a course in camp programming.

### Booklet to Aid Picture Taking

"Picture Taking in Camp" is an attractive booklet on how to obtain good photographs and what equipment to use, written especially for campers. The booklet, prepared by the Eastman Kodak Co., covers such subjects as catching action, flash pictures, close-ups, etc.

Campers will find the information in the booklet easy to understand for it is written on the amateur level. Copies may be obtained from the Sales Service Division, Eastman Kodak Co., Rochester 4, N. Y. for \$.25 each.

Camping Magazine, May, 1953



## ACA NEWS

### 1953 Small Craft School Scheduled

The New England Camping Association will hold its sixth annual Small Craft School at Camp Kehonka, Wolfeboro, N. H. this year on June 21 to 28.

The Small Craft School was developed with the sanction of the National Board of the ACA in order to train leaders for camp waterfronts. The school also issues certificates to those who attend in order that they may in turn award ACA Canoeing Standard certificates to campers.

The course of the small craft school places equal emphasis on skills and the ability to teach skills. The first three days are spent in concentrated work on canoeing skills, safety skills, campcraft, and boating and swimming skills. The next two days are devoted to practice teaching. Each student is expected to be able to teach any one of the skills emphasized in the first part of the training sessions.

The final two days of the school are spent on a river trip where the students have an opportunity to make use of their campcraft skills and to experience white-water paddling. The trip is organized by the students.

Evening sessions are devoted to discussions on waterfront programs, teaching methods, selection and care of equipment, and general organization of the waterfront program.

The same type of program is carried out for a sailing course.

For further information on the 1953 Small Craft School, camp directors may contact the New England Camping Assn., 14 Beacon St., Boston, Mass.

### Remember . . .

Where there's a will there's a way! There's truth to that old saying, and we know that if you plan now to attend the 23rd National Convention of the ACA, February 3-6, 1954, you will find the way whether it be by plane, train or car.

Remember, this is your National Convention, where East meets West and North meets South, and congeniality and good fellowship will be the order of the days.

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## ACA NEWS

### Dr. Bernard Mason

Dr. Bernard S. Mason, author lecturer, authority on camping and outdoor life, and former editor of *CAMPING MAGAZINE*, died April 13 in Cincinnati.

Dr. Mason was born in Warren, Mich., in 1896, and received his A.B. Degree from the University of Michigan in 1920. He later received his M.A. and Ph.D. degrees from Ohio State University. He was engaged in YMCA and Boy Scout work, was an instructor in group work and recreation at Ohio State University, and was for many years associate director of Camp Fairwood.

For seven years, beginning in 1935, Dr. Mason served the ACA as editor of *CAMPING MAGAZINE*. During those years, the magazine was published in Ann Arbor, Mich.

In addition to his many services to organized camping, Dr. Mason was also well known as the author of many books on theory and practices of camping and education. Some of his books include: "Camping and Education," "The Theory of Play," "Social Games for Recreation," "Active Games and Contests," "Primitive and Pioneer Sports," "Drums, Tomtoms and Rattles," "Woodcraft," and "Roping."

Dr. Mason had many friends in the camping field and two of the more colorful of these were Ernest Thompson Seton and Dan Beard. He was also instrumental in organizing a number of boys summer and winter camps.

### Dr. E. C. Lindeman

Dr. Eduard C. Lindeman, president of the National Conference of Social Work, died April 13 in New York City. He served for 25 years as Professor of Social Philosophy at the New York School of Social Work.

Dr. Lindeman was widely known as a leader in social reform and in the development of adult education. Through his interests in child welfare, Dr. Lindeman was also closely connected with organized camping. He was one of the principal speakers at the ACA National Convention in 1952.

Dr. Lindeman also served as educational adviser to the British Army of Occupation in Germany after World War II. He was a prolific writer in the field of social work.

**Camping Magazine, May, 1953**

## ACA NEWS

### ACA Announces Regional Officers

ACA headquarters has released the results of elections held during the past few months at several of the Regional Conventions. Chairmen now serving their areas include: Region II — T. R. Alexander, Pittsburgh, Pa.; Region III — Stan Michaels, Detroit, Mich.; Region IV—Fritz Orr, Atlanta, Ga.; and Region VI — George Donaldson, Tyler, Texas.

Three vice-chairmen elected at the conventions are: Region III — Jack Perz, Indianapolis, Ind.; Region IV — Mrs. M. Williams, Algiers, La.; and Region VI — Hubert Manire, Oklahoma City, Okla.

Marian Friedman, Cleveland, Ohio, is now serving Region II as its secretary-treasurer.

Representatives to the national ACA Nominating Committee include: Region I — Josephine Chrenko, New York City; Region III — Herbert Sweet, Carmel, Ind; Region IV — Mrs. M. Williams; and Region VI — Hubert Manire.

Serving their regions as representatives on the National Board of the ACA are: Region I — Brad Bentley, Winchester, Mass.; Region III — Reynolds Carlson, Bloomington, Ind.; Region IV — Fritz Orr; and Region VI — George Donaldson.

### Sections Report on Current Activities

#### REGION II

Capitol Camping Assn. met on May 1-3 for its second annual counselor training weekend for new and experienced counselors. The weekend included an extensive program of workshops, study groups, and practice sessions. The conference was held at Camp Letts, Edgewater, Md.

Eastern Pennsylvania Section held a meeting on April 16 at the Univ. of Pennsylvania to discuss how schools and camps can cooperate to provide camping experiences for more children. Several representatives of schools and camps participated in the P.E. panel discussion as well as children.

Camping Magazine, May, 1953

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## ACA NEWS

The section also met on April 20 to hear discussions on how the new Medical Advisory Board of the Children's Hospital can help camps in case of outbreak of contagious diseases, how promotion of ethical standards can help enrollment, and the business outlook for camps in the coming season.

New Jersey Section met on April 14 in Plainfield. After dinner and a business meeting, the group divided into two groups. Frank Ramsey, program chairman, led the discussion on staff training before and during the camp and Julian Taylor, section president, led a discussion on use of native materials in crafts.

Wes Klusman, Boy Scouts of America, will be the principal speaker at the Section's annual wind-up banquet on May 19 in Newark.

### REGION III

Lake Erie Section was host to the Region III Spring Workshop on April 18-19 at Red Raider Camp. The weekend program included participation in cook outs, hiking, star gazing, crafts, and program planning sessions.

Michigan Section held a weekend conference at Mill Lake Camp on April 18-19. The theme of the meeting was "The Camp Program and the Staff Role." General sessions included, "In the Evening Program" and "Religious Needs in Camp." Several workshops and demonstrations were held.

### REGION V

Chicago Section held an all-day conference on April 11 at the Winnetka Community House. The theme was "Better Camping Through Better Training." Hugh Ransom, executive director of ACA, was keynote speaker and sessions were held for both counselors and directors.

Missouri Valley Section met on February 26 and Stanley Michaels, Chairman of the National Standards Committee, brought us a national picture of trends reflected in legislation and related camp practices to national standards.

A study made in our own local camps was reported by Missouri Valley Standards Committee Chairman, Margaret Botkin. All camps made a great effort to get key volunteer camp committee people to the meeting and

Camping Magazine, May, 1953

## ACA NEWS

almost 90 professional and volunteer people evaluated their own camp as Mr. Michaels brought us the report of the national committee.

Plans in the Missouri Valley Section are now underway for the annual Camp Institute which meets at the state park area in Knobnoster, Mo.

—Susan Love

St. Louis Section closed its in-town program with two very excellent meetings. In February, Dr. Nathan Kohn, director of the Adult Counseling Service at Washington University, led a Socio-drama Workshop on the general subject of ACA Standards. Members of the Section took part in the demonstrations.

The March meeting took the form of a fabulous quiz show—"Bring It and Leave It." A panel of experts from the Section, assisted by the audience, answered questions pertaining to waterfront, counselors-in-training, rainy day programs, council fires, staff meetings, counselors' time off, and several other problems of general interest. The jackpot question of the evening, "How many camps are there in the United States?" was answered correctly—thanks to the recent publication of the Lily Foundation study!

The final gathering of the Section for this year was the weekend of April 17-19, when the St. Louis Section held its annual in-camp conference. This year the conference was held at the YMCA camp, Trout Lodge, Potosi, Mo. John Ledlie was the headline speaker.

### REGION VII

**Coronado Section**—A majority of the members of the Arizona Section voted to change the name of the Section to Coronado Section. The Section has members from southern Nevada, New Mexico, west Texas and southern California as well as Arizona. It seems more fitting under the circumstances to tie in the name of the Section with the lore of this entire southwestern region. Coronado, Spanish nobleman, statesman and soldier, roamed through much of the area in an expedition to the "Seven Cities of Cibola." Hence, the change in name of the Arizona Section of ACA to the Coronado Section.

—R. Alice Drought

Camping Magazine, May, 1953

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## Safe Canoe Programs

THE CANOE is not a dangerous craft but it does require knowledge and skill to handle one properly. Just as an untrained person driving a car on the highway is a potential danger to himself and others so is a canoeist, ignorant of wind and weather conditions and the skills of paddling, a hazard to himself and others. Camp directors might well take the time to consider and evaluate the canoeing program which is offered in their camp in order that the conditions described below may never occur.

A camp parent, who had a unique opportunity to observe a canoeing program, wrote the following account of the experience:

"Several years ago it was my good fortune to take a canoe trip with my daughter's camp on a well known river. Recently I was again fortunate enough to accompany the same camp on its big trip up a 30 mile lake. I have learned much about the manner in which canoeing is conducted in some camps from these two trips and also by comparing notes with counselor friends from other camps. I do not feel very comfortable about the knowledge which I have acquired. Neither would other parents, nor the camp directors if they could see or could understand from the reports on the canoe trips just what has happened on certain occasions.

"On the river trip which I mentioned, I recall that the river was high and very swift in many sections. One afternoon our guide called a halt at four o'clock, and we beached and made our camp for the night. Three canoes hove into sight, fighting every inch of the way against a six-mile current. The counselors were about 18 years old, and the campers, 10 or 13. The counselors were good paddlers, but their strength was barely adequate for the distance which they said they had to cover to reach camp—10 miles. Our guide remarked, after watching them strain against the swift current, 'The parents of them campers couldn't sleep good tonight if they knewed where their children was.'

"The next day we met three canoes from a girls' camp going down-stream. The counselors appeared to be 20 or 21 years old, and the campers, 15 or 16. They were a husky lot and making good time. Apparently they were



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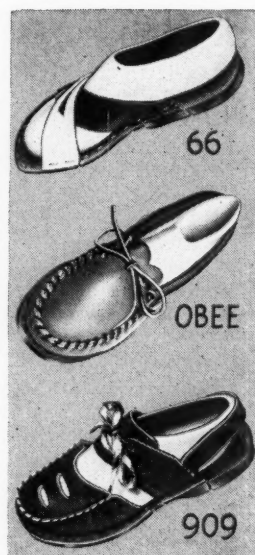
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racing, and one canoe was a half mile behind the other two. Even our campers were disturbed at the failure to stay together, and I heard them discussing what could happen to the last canoe. They recalled that one of our best canoes had to be pried off a hidden log by our guide the previous day. There were no beaches at that point, only swamps. Pack and food had to be shifted by our guide in order to get the canoe back in the water. Had the last canoe of the trip that had just passed us run into a snag or stove a hole in its bottom the results might have been serious.

"In both the above cases the paddlers possessed skill. In the second they had strength. In both instances judgment was lacking, and the safety risk and element of insecurity large."

The parent who wrote the above may have had a unique opportunity to observe a situation but the situation was not unique. Unfortunately similar examples of poorly organized and conducted programs and hazardous procedures could be cited about many in-camp as well as trip programs.

I believe the answers to the following questions will give good insight into the quality of the instruction offered, the effectiveness of the canoeing program, and the safety of the campers.

#### The Counselor

1. What qualifications does he have as a person guiding youth? Does he show good judgment? What would he do in an emergency?

2. Does he fully understand his responsibility for the safety of the campers?

3. How old is he? Should you place upon him the responsibility for safeguarding the lives of others in a waterfront situation?

4. Does he have good skill in and on the water? Outstanding skill if he is conducting a program in a difficult waterfront situation, conducting advanced work, trip paddling, and white-water paddling?

5. Is he a performer or a leader? Is he enthusiastic about showing others how to use the craft or is he more interested in his own skill?

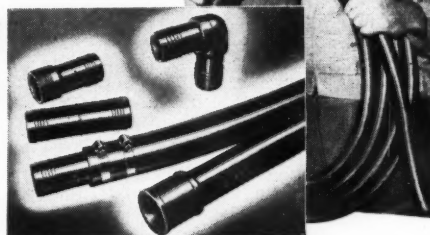
6. How much experience has he had? Does he have a well-rounded knowledge of all phases of canoeing?

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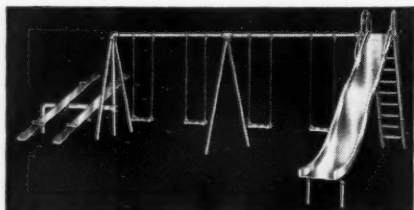
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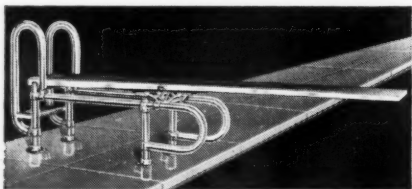


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### The Program

1. Are campers instructed in the use of the canoe so that they understand what intelligent use is and therefore will be safe when they paddle in other than an organized, regulated program?

2. Are well thought out regulations concerning who may use canoes, when, under what conditions, and in what boundaries, posted and adhered to by all who use canoes?

3. Is the program broad and does it cover all phases of canoeing? Does it include equipment care and repair, safety skills, techniques (crew, tandem, single, and double-blade paddling), campcraft, weather, knots?

4. Is there enough challenge in the program and are the children shown a use for the skills learned? Are there evening programs, contests for skill and speed, demonstrations, lake and river trips?

5. Is the canoeing program combined with and related to as many other camp activities as possible—the nature, campcraft, shop and other programs?

6. Are accurate records kept? Do they include an evaluation of each campers knowledge and skill so that they can be used as a basis for deciding permissions, trip groups, participants for demonstrations etc.? Do they include complete reports on the program, trips taken, and other events?

### On the Waterfront

1. What sort of care is taken of equipment? Is it kept in place and in good repair?

2. How many campers are busy in canoes? What proportion of campers participate in the program?

3. How much activity takes place during the canoeing sessions? Do the campers sit out on the water in the canoes or are they learning new skills, and practicing others?

4. What supervision is given to campers in the canoes? Are they spread over too large an area? How many canoes is one counselor trying to watch at one time? If one canoe in the group capsized, would the counselor see it and how long would it take him to get to the canoe, check on the campers safety and help them if necessary?

5. What supervision is given to recreational canoeing?

6. What safety precautions are taken during racing and other competitive events?

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- Flower Making • Velour Crepe
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Apply to old or new boats, big or small. Will not rust, corrode, crack. Unaffected by gasoline, oil, alcohol, salt or fresh water, hot sun or below zero temperatures. Fine for skid-proofing decks, sealing leaks, patching, caulking. Saves money; a little goes a long way and lasts as long as the boat.

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Serving Industrial Laboratories, Educational Institutions, Government Agencies and thousands of home workers in 48 States, Alaska, Hawaii and Canada.

7. What stunts are done in the canoes? Are they foolhardy and dangerous? Are they hard on the equipment?

8. Do campers control canoes efficiently? Are their maneuvers done with effortless ease or with brute strength? Do wind and waves control the canoe or are the paddlers the masters?

May I also refer you to the Canoeing Standards and Graded Classifications of the American Camping Association. They have a history of 31 years and represent the developing thought and practice of leaders in camp canoeing programs. They present a logical progression of instruction designed specifically for camps. The Canoeing Manual published by the New England Section is a reference text for the Standards and covers all the material required in the Standards. Both are available from the New

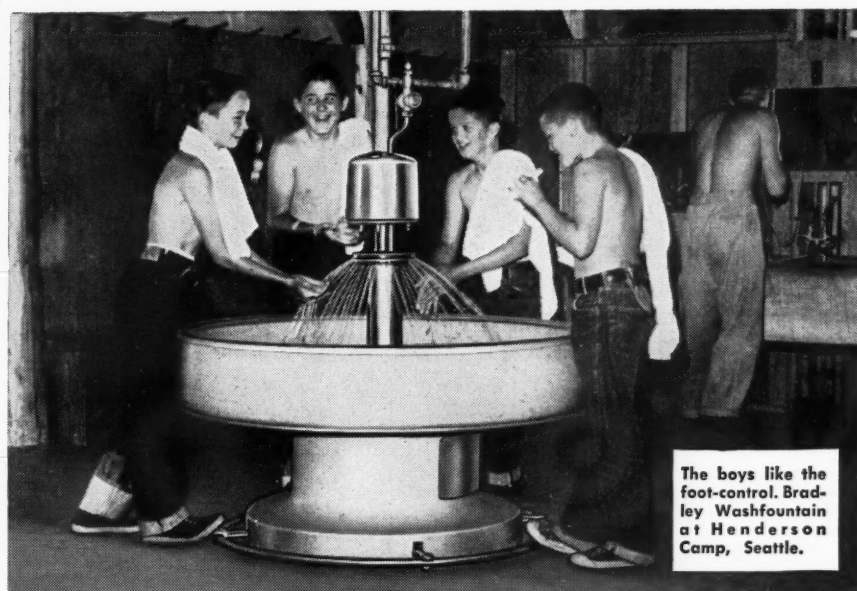


The Joy Camps

England Camping Association, Inc., 14 Beacon Street, Boston, or through national ACA headquarters.

It is important for the safety of campers to have competent leaders directing your program. It is possible to find well qualified canoeing counselors. It is possible to send counselors to training schools. The New England Camping Association, the Red Cross, and others conduct Canoeing and Sailing Schools each spring as a service to camping in training counselors in the skills and techniques necessary to conduct a canoeing or sailing program. Take advantage of these services, to help make certain you canoeing program is safe as well as enjoyable.

Camping Magazine, May, 1953



The boys like the foot-control. Bradley Washfountain at Henderson Camp, Seattle.

## *They Make a Hit with Parents* **SANITARY BRADLEY WASHFOUNTAINS**

Camps today find it advantageous to consider seriously all the facilities they provide. Among these you will find that Bradley Washfountains carry a lot of weight with parents because they provide the maximum in sanitary washing facilities, clean running water and self-flushing bowl. With foot-control hands touch nothing but the clean water, the supply of which is cut off automatically when washers leave the Washfountain.

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Get full information now, write for free copy of Catalog '5204.

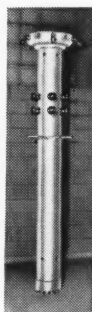
### **BRADLEY WASHFOUNTAIN CO.**

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**BRADLEY**  
*Washfountains*

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### **Economical Showers**



For camps desiring showers, the Bradley Column Shower is economical,—serving five simultaneously each with his own shower spray.

## **New England Camping Association, Inc.**

SIXTH ANNUAL

## **CANOEING and SAILING SCHOOL**

**June 21 - 28, 1953**

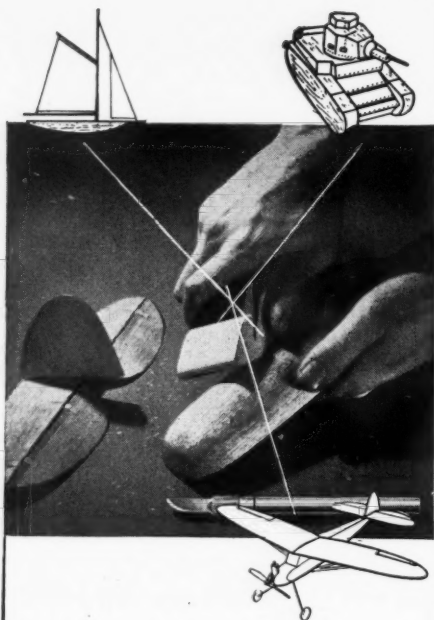
**CAMP KEHONKA**

**LAKE WINNIPESAUKEE**

**WOLFEBORO, NEW HAMPSHIRE**

The course emphasis is on training leaders in how to conduct a canoeing or sailing program. The course outline follows the Canoeing Standards and Graded Classification which have been developed specifically for camps over the past 31 years.





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# Emphasize Fun in Camp

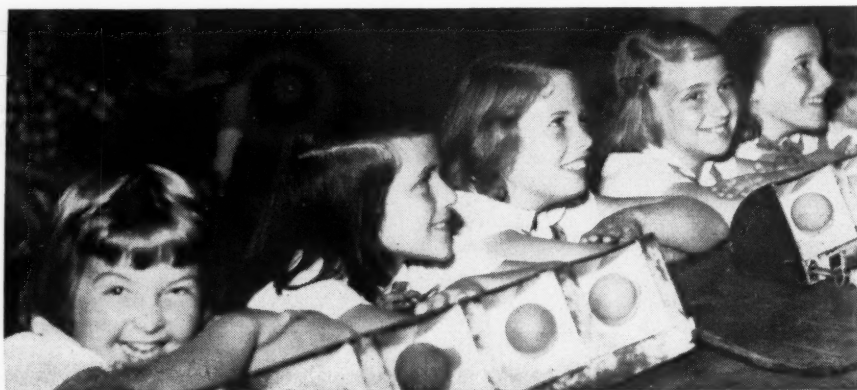
By BETTY HARLOR

**L**ITTLE GIRLS pretending to be housewives as they sweep the cabin floor, boys war-whooping around a broomstick in the middle of the floor — these are familiar sights at camp. Many young campers explode their dramatic talents before the mirror or inside the cabin. Yet they never participate or even take an interest in an organized program.

Camp dramatics should be an activity where imaginations become alive and where children awaken their desires for recognition and adventure. In how many camps does a dramatics program fail because the younger campers lack interest?

As it passes from ear to ear, the expression becomes more distorted. The last camper on the telephone line repeats what she has heard to the entire group. Hansel and Gretel may now be interpreted as handkerchiefs. A new word is whispered and the game starts over.

How about introductions? Every child in camp has a desire to get acquainted with another camper. This "game" hits two birds with one stone. It helps campers to know one another, and it cures quaking knees and stuttering voices. Of course, the introductions will be simple ones. They may just include the camper's name, cabin,



Camp Wyoda

Perhaps the program lacks incentive because it is carried on by classroom methods. Most camp activities are taught in the informal atmosphere of the outdoors. It is no peculiarity that young children prefer to learn in an atmosphere of companionship and good times rather than in a classroom atmosphere.

An effective way to achieve an informal atmosphere is to bring out the all-important fun angle in dramatics. Here are some simple ideas to increase the popularity of dramatics among the younger campers—the eight to ten year olds.

The first job of the dramatics instructor is to make the child want to take part in dramatics. Play a few games to break the ice. No game was more popular in one camp's dramatics sessions than the "telephone" game.

A camper acting as leader whispers a word or expression to the camper sitting at the right. Suppose the expression is Hansel and Gretel. The word passes from camper to camper.

counselor, hometown, and favorite camp activities.

Ah, the ice is finally cracked. Now gestures can begin their role in orientating the camper to the dramatics program. A game in which campers act out animals of the forest without using voices creates a simple use for body actions. Campers on the sidelines shout out the names of the animal. The make-believe animal nods "yes" if their guesses are right. The one who first guesses the correct answer gets a chance to re-create another animal.

Campers should now be acclimated to speaking and acting before children his or her own age. Pantomimes, plays in which actions speak rather than words, begin to fit into the dramatics picture. Divide the campers into groups and let them act out familiar fairy tales or everyday situations. Your eyes will light up when you see the interpretations of some of the most widely-read children's stories.

Having groups act out the same

Camping Magazine, May, 1953

# dramatics

tales or scenes in their own words plus actions provides another idea for the dramatics program. A warning is in order. This extemporaneous dramatization won't have the same expressions as the original tale. The campers will invent characters to get all the members of the group into the act. Inter-mixed with the dialogue will be a sprinkling of directions.

When to give a real play? It is a good idea to wait until a few campers express a willingness to put on a play. Then the play should be a simple one, such as "The Emperor's New Clothes" by Hans Christian Anderson, for example.

Make the play a costume dramatization. Little boys and girls love an occasion to dress up. Hallowe'en dawns in July when they try out their hand-made or borrowed costumes.

The dramatics counselor should never overestimate the power of the young troupers. Most campers at this age level can't read very well. They mumble, stumble, and leave out words when reading a script for the first time. Help them to understand the play by painting the plot first in your own words.

Hold try-outs, but do not use the script. Allow the campers to select the parts they want to portray. Let them be free to interpret them in their own words and actions. The speaking parts should then be given out, and rehearsals should begin with the written script.

Usually a rehearsal every day for two weeks will have the young Thespians in shape for the performance. During the last few rehearsals allow the campers to practice in their costumes. This will give them the actual "feel" of their parts. Finally the day of the performance arrives.

The dramatics instructor should remain backstage to lend confidence to nervous amateur actors, to supply pins and put finishing touches on costumes and make-up, and to bolster courage when actors forget their cues or muff their lines.

Your moment of success comes when Johnny or Suzie, with one line in the play, whispers, "Are we going to have another play soon?"

## personalized PLAYHATS

"for campers *Fun in the Sun* needs"



Magnolia

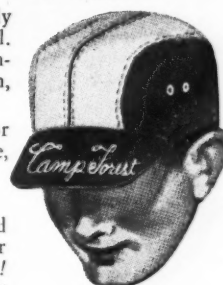
The MAGNOLIA—A jaunty, nicely tailored crew hat of fine quality twill. Red-white, navy-white, forest green-white; also solid red, navy, green, white, pale blue denim.

The ADMIRAL—A new model visor cap in twill. Solid red, navy, white, pale blue denim. Solid colors only.

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YOUR CAMP NAME embroidered on every hat. Use as official hat or place in camp store. *Proven popularity!*

Price to camps: \$10.80 per doz. Send for sample (enclose 50c for handling).



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3. INEXPENSIVE AMMUNITION, TARGETS—168 shots for 5c!
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5. BIG SALES APPEAL! For 1953—offer America's 66-year old FAVORITE JUNIOR SPORT to campers!



**BECAUSE:** A Daisy is not a pneumatic or compressed air gun. It cannot be "pumped up" to increase power.

A Daisy is a low "factory-limited" power short-range spring-type air rifle—safely used by millions every year! It is the best and safest gun of its kind for fun and for learning safe gun handling.

**THE NATIONAL RIFLE ASSOCIATION** is a non-profit, non-sectarian organization of over half a million shooters. It is the oldest national sportsmen's association in the U.S.A. For 81 years NRA has conducted America's civilian program of instruction in the safe, proper handling of fire-arms. It has trained 2½ million teen agers in marksmanship. Now, since its Junior Program has been extended, air rifle owners can participate.

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Mrs. Marvin Merryman, Jr., Director: Camps Red Cloud and Red Wing, Plattsburg, N. Y.

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This improved "packaged" 1953 Junior Air Rifery Camp Program (successfully introduced last summer) is a competitive necessity for ANY CAMP NOT HAVING a REAL RIFLE PROGRAM OR RIFLE RANGE! Also an ideal marksmanship training program for boys and girls 8 through 14 in NRA-Affiliated camps having .22 programs. Send for Daisy's Free Circular—read the experience of other camps with modern Air Rifery—see how your camp can benefit from a similar program this summer—if you act promptly. Mail coupon now for the fascinating facts.

### MAIL COUPON FOR Free Circular!

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Send Special Introductory Offer, Free Circular on the Junior Air Rifery Camp Program.

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Camp has ☐ NO rifle program. ☐ HAS rifle program. No. Campers..... Boys..... Girls.....

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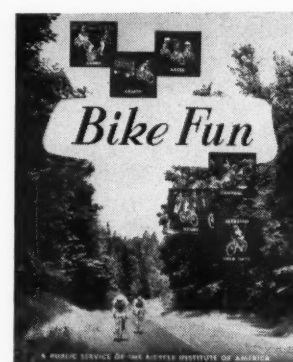
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## Booklet on Bicycle Fun, Games, and Care Offered

An attractive, 64 page booklet, "Bike Fun" is now being offered to camp directors and program leaders by the Bicycle Institute of America. It has a special section devoted to biking at



camps plus instruction for many games and team activities.

"Bike Fun" also has information on bicycle riding safety and storage and care of bicycles. Copies of the booklet may be obtained by writing the Bicycle Institute of America, Inc., 122 E. 42nd St., New York City 17.

## Two Film Plans Announced for Camps

Association Films, Inc. has announced a new plan for camps to obtain picture programs free of charge. The "Movie-A-Week" plan will send from an Association regional library a program featuring sports reels, travelogs, documentaries, short adventures, comedies, cartoons, etc., to camps to be kept for a full week.

Another plan introduced by Association Films is the "Feature-A-Week." Camp directors may rent recent features at low rates. By reserving six or more subjects at one time for use during the camp season, discounts may be obtained on films.

In addition to these two plans, Association Films makes available over 1,000 free and rental films on nature, arts and crafts, sports, etc. These films are described in their new catalog, "Selected Motion Pictures." For further information on the plans and copies of the catalog, directors may write Association Films, Inc., 347 Madison Ave., New York City 17.

Camping Magazine, May, 1953

## Answers to your Questions . . .

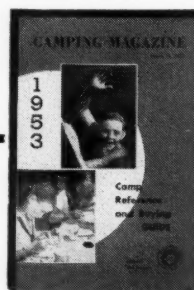
**Now ready** for you—Completely revised sixth annual edition of this standard reference guide.

Answers hundreds of your questions on camp administration, program, and operation.

Prepared by the editors of Camping Magazine, the official American Camping Association publication.

For camp owners, directors, key-staff members, committee members, youth and recreation leaders.

## 1953 Camp Reference and Buying Guide



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# om Camp Suppliers

## 1953 Model of Sectional, All-steel Pier Ready

The 1953 model of the sectional piers manufactured by Standard Steel Products Mfg. Co. is now available for camps. The all-steel pier has a heavily embossed bubble pattern deck surface described as non-skid and cool to the touch in hot sun. Pier sections may be purchased in 3' and 6' widths which are engineered to make it possible to assemble piers of many designs.

The piers are also designed so that the sections may be adapted to water depths and bottom irregularities. The piers are described as durable, easy to install and economical. Accessories such as benches, ladders, diving boards, etc. are also available. Camp directors may obtain further information by writing Standard Steel Products Mfg. Co., 2836 S. 16th St., Milwaukee 15, Wisc.

## Free Films on Industry Available to Camps

Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York City 20, distributes a wide selection of free 16mm. motion pictures on all types of industries, sports, etc. Many of the films are in color. Their average running time is approximately 30 minutes.

Camp directors will be particularly interested in the films on safety, health, nature and those which show the growth and processes of different industries. For film catalogs and further information, write to Modern Talking Picture Service, Inc.

## Sturdy, Lightweight Aluminum Boat is Easily Portable

A 34 pound, 8 foot aluminum boat is manufactured by the Vio Holda Mfg. Co. It is made of .032 gauge aluminum with pressed in ribs and has tubular railing around the rim of the boat for added strength. The boat, known as the "Little Marvel" is equipped with oar locks and may also be used with an outboard motor. It is described as ideal for use in marshy or shallow water. Only 41" wide at the beam, it is said to fit in the back of most cars. Further information will be sent upon request to Vio Holda Mfg. Co., Topeka, Kansas.

Camping Magazine, May, 1953

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★ TRAIL PACKETS—Over 20 menu items in waterproof plastic packets. Each serves 4. Delicious for out-of-camp meals.

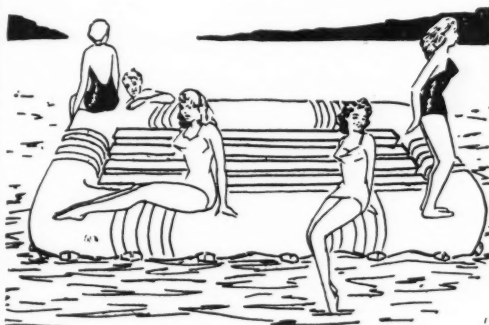
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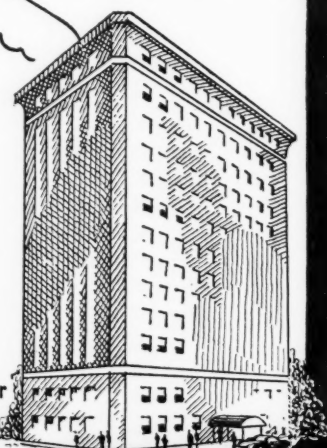
From \$6 single to \$8 double

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## Suppliers . . .

### Instant Beef Broth Now in Powder Form

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MBT, Mock Beef Tea, is described as being high in protein value, and low in calories and salt content. It is also described as being economical to use.

Camp directors may obtain samples, recipes and price list by writing Romanoff Caviar Co., 480 Lexington Ave., New York City.

### Five Color Films On Science Offered

How does a bat fly blind? How come a carrier pigeon never gets lost? How do we hear? How far away are the stars? Where does atomic energy come from?

These are the kinds of questions asked by bright, active youngsters and dealt with in the religious-science films produced by Moody Institute of Science.

Photographed in color, the five films produced by MIS since 1945 are: "God of Creation" (astronomy and natural science,) "God of the Atom" (atomic research,) "Voice of the Deep" (undersea life,) "Dust or Destiny" (natural science,) and "Hidden Treasures" (microscopic life).

In these films the study of nature becomes a breathtaking experience and the complexities of science can be understood by the most unscientific mind. Information may be obtained from Don H. Parson, director, Film Dept., Moody Bible Institute, 820 N. LaSalle St., Chicago 10.

### Metered Gas Service Extends Territory

The Suburban Propane Gas Corp., Box 206, Whippany, N. J., has extended its operations into Maine, New Hampshire and Vermont. The company also serves the states from Maine to South Carolina plus Tennessee and Ohio.

Camping Magazine, May, 1953



### Your Friends — And Theirs!

To protect their clothes and belongings, to identify them, to avoid ownership disputes, to insure orderliness and economy, there's nothing like marking with

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For many years Cash's Names have been the friends of campers and camp owners alike. They are permanent, easily attached, cost little, save much. Most camps and schools recommend them.

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For previous stains, a soak consisting of 2 ounces of PLASTI-WASH per gallon of hot water of from 20 minutes to 1 hour will remove all stubborn stains.

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## Suppliers . . .

The company offers primarily a metered gas service and, with storage tanks ranging up to 30,000 gallons of propane gas, states that they are prepared to meet the "bottled" gas needs of any size camp—large or small.

The Suburban Propane Gas Corp. also distributes gas appliances including: ranges, water heaters, refrigerators, clothes dryers, incinerators and space heaters. For information on this service and the name of the branch office nearest their camp, directors may contact the office in Whippany.

### Nature Movies for Camp Showings

RKO Radio Pictures, Inc. has announced that four outstanding nature films are now available. They are: "Beaver Valley," "Natures Half Acre," (Walt Disney's Academy Award winning short features,) "Boy and the Eagle," and "Savage Splendor." All are filmed in Technicolor and are 16mm.

RKO Radio Pictures, Inc. has also set up a packaged 16mm film program designed for camps. This program includes several plans and enables directors to choose the type of pictures most suitable for their camps. Films are sent to camps from 21 branch libraries thus assuring efficient and economical service. The package plan which offers a discount to camps is available only until June 15, after which regular rates will be charged.

For more information about the plan and pictures available, write to RKO Radio Pictures, Inc., 16mm Dept., 1270 Avenue of the Americas, New York City 20.

### Information on First Aid For Burns Available

First aid information on burns has been prepared by the Chesebrough Mfg. Co., Cons'd. and is being distributed to camp directors and their staffs as a public service. "What You Should Know About Burns" by J. D. Ratcliff contains instructions for treatment of different types of burns and shock which accompanies more serious burns. Copies may be secured by writing Special Science Feature Service, 2 West 45th St., New York City 19.

ETCHING



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regardless of age or aptitude!



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## Solving Camp Dust Problems

COME JUNE, and the roads, drive-ways, courts, and playing fields of camps across the nation will again resound with the happy shouts and running feet of hundreds of campers. Getting ready to receive these energy-full youngsters calls for inspection now of the condition of these facilities and the correction of any damage caused by winter's rigors. In addition, the question of summer dust should be faced — and the problem solved by planning for treatment of dust-prone areas by one of the several tested methods available.

Two companies are currently advertising dust-laying products in *CAMPING MAGAZINE*, and the editors thought it would prove helpful to readers to obtain information on where and how their products are used, results which may be expected, and other available information.

"Dust," the producers state, "creates a dangerous and wasteful nuisance, a source of discomfort and expense, and a menace to health. Physicians and public health authorities recognize that dust may induce pulmonary and bronchial diseases, and also is frequently responsible for severe eye, nose, and throat infections."

On the other hand, elimination of

these hazards is said to be easy and relatively inexpensive. One type of product available is an oil-base liquid, said to be free-flowing, easy and pleasant to use. It can be applied by hand sprinkling or by sprinkling truck, and spreads quickly. Rolling after application is recommended, but is not absolutely necessary. Effective immediately after application, the material is described as remaining effective for long periods, as a result of its extremely low volatility and insolubility in water. One application per season is said usually to be sufficient.

The manufacturers point out, however, that the product has a tendency to stunt or kill shrubbery, grass, and flowers; therefore, it should be applied with care close to vegetation.

Calcium Chloride is the second product recommended for dust-laying, concerning which we have information.

A white flaky substance, calcium chloride has two special characteristics said to make it valuable in settling dust. First, it is hygroscopic, which means that it will absorb water amounting to several times its own weight. Second, it is deliquescent, which means that it will dissolve itself in the moisture that it absorbs from the air.



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**Camping Magazine, May, 1953**

### How to Use

Calcium chloride treatment consists of spreading the flakes as evenly as possible over the surface. This may be done by hand or by mechanical spreaders. If a hand shovel is used, the calcium chloride should be raked to insure even distribution. An initial application of from 1 to 1½ pounds per square yard should be made. On tennis courts and playgrounds the lighter application of 1 lb. should be used.

Normally two lighter applications of ½ lb. per sq. yd. each may be needed later in the season. These additional applications should be made just as dusting starts and before the area has dried out completely. The average season's requirements are estimated generally from 1 to 2 pounds of calcium chloride per square yard.

It is recommended that the surface to be treated be moistened by either rain or artificial means. Otherwise, spreading early in the morning or late in the day will afford best opportunity for the flakes to dissolve quickly and undisturbed.

### Storage and Handling

Calcium chloride should be stored, if possible, in a dry basement or garage, preferably on wood supports to prevent contact of the bags with floor moisture.

It is not advisable to store in attics or other rooms where accidental breakage and absorption of moisture may result in solution seepage into wood floors and plaster ceilings underneath. In case there is drippage from a bag onto a concrete floor, it can be removed by mopping up with clear water.

To prevent the chemical from becoming wet and caked, partially used bags should be kept tightly rolled down to the unused portion.

When applying calcium chloride, rubbers or rubber-soled shoes should be worn, as flake calcium chloride draws moisture from the leather, leaving shoes dried out. The product is described as not harmful to fabrics but, because of its attraction for moisture, it will leave them wet until washed away with plenty of clear water. The same applies to unpainted metal parts of automobiles, spreaders and shovels in contact with the fresh flakes — they should be washed. In all cases, need for precaution is removed after a few hours when the calcium chloride has dissolved and entered the surface.

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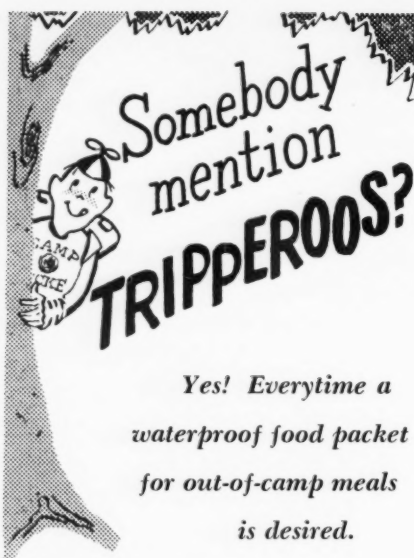
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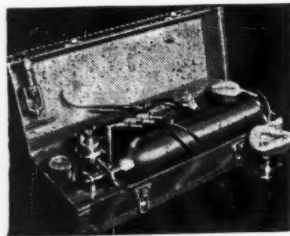


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## Dearborn, Mich., Provides Community Camp Experience

By WILLIAM J. DUCHAINE

**A**N INTERESTING example of a community development of camping and other recreational facilities is provided by activities of the municipal recreation department of Dearborn, Mich., (population 105,000) during the last decade.

Out in Camp Dearborn, on a 522-acre tract of rolling, partially wooded land near Milford, 39 miles from Dearborn City Hall, youngsters spend summer days in the Indian village of Tomahawk. "Much time is spent on outdoor survival techniques among the older children," says Henry Schubert, Dearborn's superintendent of recreation. "No program that can be duplicated in the city is presented to the young campers. It is a complete experience in outdoor education."

Far removed from the primitive camp areas for the children is the adult campsite, beach and picnic area, which offers swimming, boating, picnicking and playground facilities for the entire family similar to those found at city parks and beaches. The original purchase of 240 acres for the campsite was made by the Dearborn City Council in November, 1947. Later, small parcels were acquired from surrounding land owners. The original purchase area contained one lake, three streams and numerous natural springs. Two extensive artificial lakes were constructed.

Camp Dearborn is divided in three areas: (1) Adult campsite, picnic areas and beach; (2) children's resident camp; (3) children's day camp.

In the children's day camp area, there are about 60 acres of heavily wooded hills, which have been left as nearly as possible in natural state. Only service roads and access trails were cleared.

About 175 children are transported to the camp daily from the city playgrounds in buses provided without charge by the City of Dearborn and the Board of Education. They are picked up at 8:30 a.m. and returned at 5 p.m. after a full day spent in wholesome outdoor recreation.

Children from each of the city's 37 playgrounds have the opportunity of attending day camp once each week. A staff of 15 specially trained adult counselors provides leadership for the

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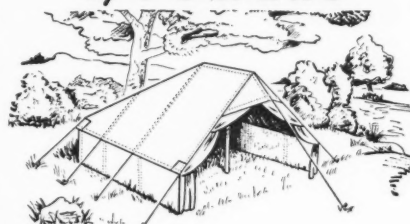
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Camping Magazine, May, 1953



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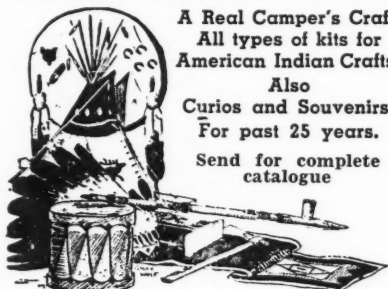
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program consisting of Indian lore and games in the eight-teepee village the children have built, nature study, camp cooking, camp crafts, hiking, fishing, boating and swimming.



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The children's resident camp area consists of 60 acres of land, also left in the natural state as far as possible. The camp has a capacity of 120 boys and 120 girls for each of the five sessions.

Each camp, one for boys and the other for girls, has its own lodge and dining room. The children sleep in tents erected on permanent, raised platforms, with five children assigned to each tent. A counselor-camper ratio of 1 to 10 is maintained at all times. Age limits in the resident camp are eight through 14 years. The camp fee of one dollar per day is used for food only.

The resident camp operates independently of the day camp program and is located in a separate area. Campers select their own activities under guidance of unit counselors. The program is a balanced blend of out-of-doors activities including swimming, water safety, hiking, boating, camp craft, nature study, camp area constructional projects, camp fires, singing, Indian lore, dramatics, cook-outs and fishing.

A few years ago, the Russell Sage Foundation rated Dearborn's program as one of the most outstanding in the nation.

During the busy summer season, Mr. Schubert has a staff of about 250 supervisors, leaders and other workers at city playgrounds and Camp Dearborn. His right hand man is Harold G. Manchester, assistant superintendent, while Jack Voss is director of youth activities.

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## Books You'll Want

## To Know About

*A Department Conducted by Prof. Charles Weckwerth, Director of  
Recreation and Camping, Springfield (Mass.) College*

### Nature's Ways

AUTHOR: Roy Chapman Andrews.

PUBLISHER: Crown Publishers, Inc.,  
419 Fourth Ave., New York 16,  
N. Y., \$3.75.

REVIEWER: Charles E. Mohr, Director,  
Audubon Center, Greenwich, Conn.

The series of colorful nature paintings by Andre Durenceau which have appeared in the advertisements of a nationally known insurance company have long been rated tops both in nature presentation and in advertising. Many a person has expressed regret that he never saved them though they have long been familiar sights on school bulletin boards.

Now they have been collected, along with some fine paintings by Stevan Dahanos and others, and a miscellany of photographs. Brief text by Dr. Andrews introduces and accompanies the illustrations, and is of the "Believe It or Not" type. The amazing examples of animal adaptations are drawn from all over the world, but will be of little help in interpreting the behavior of wildlife that campers will encounter outside of zoos. The reviewer admits being a bit irked to find one of his own photographs (a vampire bat) printed upside down.

### The Universal Coin

AUTHOR: Henrietta Gilchrist.

PUBLISHER: William Frederick Press,  
313 W. 35th St., New York 1, \$3.00.

REVIEWER: Charles F. Weckwerth, Director of Recreation and Camping,  
Springfield (Mass.) College.

The writer of this stimulating and thought-provoking book clearly describes attitudinal behavior which can accomplish greater wonders of understanding among mankind than money can buy. In fact, one who possesses these arts of universay acceptance — anywhere on the globe — cannot, and does not, use money to accomplish an "open-sesame" among people.

This basic psychology for true brotherhood in action returns the reader to the great truths of the ages. It

would seem after studying this theme that money, land areas, roads, bridges, factories, any material power over other people, cannot reach but mid-way on the success scale between zenith and nadir. However, one who truly learns, must earn these secrets of man's universal possessions: the qualities of honesty, truthfulness, kindness, gratitude, obedience, love and understanding.

The Gilchrist theme is one of Christian faith. Another reviewer very accurately states "Not a religious treatise in the sense that it would be aimed at a specialized field, this volume seeks to reconcile the idealistic and the materialistic viewpoints."

With didactic skill and clarity, Henrietta Gilchrist beautifully and easily, explains that the qualities enumerated above literally are the "keys" to the minds and hearts of men. Camp directors and counselors might very well be fortified with this source book for ideas of influence on the minds of their campers.

### Trees—A Guide to Familiar American Trees

AUTHORS: Herbert S. Zim and Alexander C. Martin.

PUBLISHER: Simon and Schuster, Rockefeller Center, New York City 20,  
\$1.00.

REVIEWER: Mrs. Virginia Buzzell, Director, Glen Eyrie Farm for Children.

The Golden Book of Trees is as well done as the flower, star and insect books in the same series. The beautiful colored illustrations by Dortha and Sy Barlowe show the different species in their native habitats, their flowers, fruit, leaves and bark. With each is a map showing its range in the U. S.

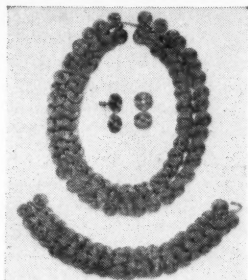
There are helpful charts with colored pictures illustrating growth of trees, development of leaves, flowers fruit, twigs, root system and kinds and uses of wood.

The simple key for indentifying trees and the small size of the book make it a handy guide. I like the suggestions at the beginning on when,

Camping Magazine, May, 1953



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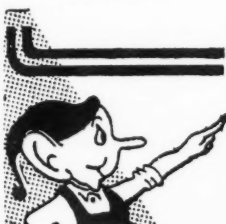
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where, and how to look for trees. Amateur activities include descriptions of field study, collections, tree census, growing of trees, finding famous trees, reforestation, promotion of community forests and forest reserves. This is an excellent book for a nature enthusiast.

### The Rutgers Food Saver

AUTHOR: Walter A. MacLinn, Ph.D.

PUBLISHER: Rutgers University Press,  
New Brunswick, N. J., 1952, \$2.95.

REVIEWER: Dorothy M. Proud, New  
York St. College of Home Eco-  
nomics, Cornell Univ.

This book is simply written and well laid out. It should help the camp manager to improve his food handling practices.

Dr. MacLinn stresses the importance of careful food handling to save waste. He mentions the loss of nutritive value and changed flavor which result from poor food handling. He points to the danger of food poisoning from contaminated or spoiled food. Dr. MacLinn describes the appearance of quality foods and discusses the major causes of food spoilage before he gives proper methods of food handling.

It is easy to follow the series of reference charts which give detailed suggestions for handling many common foods. The chart headings are: (1) How to Store, (2) Approximate Time Limits for Storage, (3) Danger Signals, and (4) Suggestions for Dealing with Quality Losses and Spoilage. Commentaries below the charts give explanations and additional information.

### Wild Folk in the Woods

AUTHOR: Carroll Lane Fenton.

PUBLISHER: The John Day Co., 62 W.  
45th St., New York City 36, \$2.50.

REVIEWER: Reynold E. Carlson, As-  
sociate Prof. of Recreation, Indiana  
Univ.

The third in a series of books by Dr. Fenton concerning animal life in different habitats, this volume tells the life histories of 36 kinds of mammals, insects, spiders, and birds which range throughout various woodlands of the United States.

Attractively illustrated and written in simple language for the young reader, the book is a departure from the two earlier volumes in that it emphasizes the species rather than the individual, typical lives rather than a single creature. The result is an informative little book which young campers will enjoy, both for their

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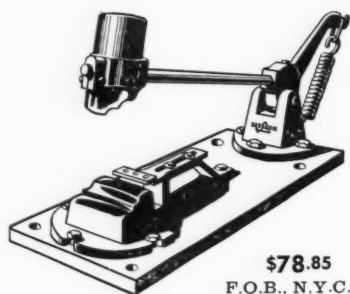
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leisure-time reading and for supplementing actual observation of common wild creatures.

Dr. Fenton is well known as the writer of many authoritative nature books for children. He is consultant in general science for the magazine, *Children's Activities*.

## How to Work With Groups

AUTHORS: Audrey and Harleigh Trecker.

PUBLISHER: Wm. Morrow & Co., 425 4th Ave., New York City 16. \$3.00.

REVIEWER: Elmer Ott, Camp Manitowish, Wisconsin.

The criticism that group-work materials have been presented in an academic style not understood by those unfamiliar with group work is here dispelled.

This book is a one, two, three learning process that literally holds your hand until you are ready to take off by yourself. Further, it gives another innovation to the reader: a progressively encouraging feeling that the "average" person can become at least mobile in dealings with groups.

"How to Work With Groups" is excellent for camp counselors in pre-camp training sessions and as a source of guidance throughout the season.

Perhaps the best one can say about the book is its "stimulant effect" on the reader. One feels he wants to go out and do something under his own power after reading it. Furthermore, it is a hard book to put down once one starts to read it.

## McBride Resigns; ACA Post Open

Applicants are now being sought by Hugh W. Ransom, executive director of ACA, for the post of assistant executive director. Robert McBride, who has filled the post for the past two years, has accepted a position as Director of the Recreation Department, San Francisco State College. He will begin his new duties September 1.

Mr. Ransom pointed out that the responsibilities as the new assistant executive will be in the areas of ACA membership promotion, publications and research. Anyone interested should contact ACA, 343 S. Dearborn St., Chicago 4, Ill., to obtain application forms and other information.

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CAMPING IS NO LONGER just for amusement. It has become a socially significant experience as more and more camp programs are used to meet the basic needs in people's lives."

The above is a quotation from a talk given some time ago by Reynold Carlson, former national ACA president and professor of recreation at Indiana University. It seems to us to make a good point, and to point the way to still more improvement in our camps. In common with many other camping people, we suspect, it is our custom to jot down for future thought and reference statements such as the above, which we hear or read.

On this page we share with you several items from our quotation file. In most instances, we do not have record of their author. We would be glad to have you share with us—and the other readers of CAMPING MAGAZINE—those thoughts which you have collected and which seem to you particularly pertinent to camping. Please send them to the editor.

And now:

"Camping provides a great potential for putting into practice the theories we have accepted as being essential for healthy, growing, lasting human relationships," William Goodall, former ACA vice-president told the Southern California Camping Association recently. He continued: "Unfortunately, we have not progressed too far in translating the excellent word pictures of the printed page into action.

"Camp programs in camp remain *uncampish*. They bear too close a similarity to the city playgrounds or athletic field. Planned and executed by adults, they miss completely the romance, adventure, the multiple resources of the out-of-doors, the ever re-occurring freshness of youth. I recall a rather significant conference slogan "Give Camping Back to the Campers." It asked for the removal of gimmicks, gadgets and all mechanized substitutes for initiative and creativeness. It sought to stimulate programs to utilize to the hilt the environments in which they existed, not to create a valley camp on a mountain top or a ranch camp at the seashore. It visioned programs daring to introduce campers (who like all youngsters tend to cling to the familiar) to *new experiences*—how to live, how to be comfortable in the out-of-doors, not in one large indigestible dose in one summer, but in a series of carefully planned, progressive experiences that make camping an art and the camper an artist in his world.

"Thus challenged, the axe, knife, rope and poncho once again become significant and important tools of camping."

"The good camp leader knows, whether the camper does or not, that his program must return to the camper those things in our heritage from which we have been cut off by modern urbanized living. That is why we need to cook over an open fire, sleep under the stars, build with our hands, use an axe, carve out for ourselves in the wilderness the primary necessities of life. This is one of the rich sources for vital camp programs."

# Quotations on Camping

• • •  
"Four goals for camps are:

"1. To improve campers' physical skills. 2. To insure their mental health. 3. To strengthen their moral fiber. 4. To condition them for life in our free society."

• • •  
"May God grant to us camp directors: The serenity to accept the things we cannot change; the courage to change those things which can and should be changed; and the wisdom to know the difference between the two."

• • •  
"All over the world, but most particularly in the countries where civilization is supposed to be most advanced, there are collected in great cities huge masses of people who have lost their roots in the earth beneath them and their knowledge of the fixed stars in the heavens above them. They are the crowds that drift with all the winds that blow, and are caught up at last in the great hurricanes.

"They are the people who eat but no longer know how their food is grown; who work and no longer see what they help to produce; who hear all the latest news and all the latest opinions but have no philosophy by which they can distinguish the true from the false, the credible from the incredible, the good from the bad.

"Is it surprising that as civilization has become more streamlined, democracy has become more unworkable? For these masses without roots, these crowds without convictions, are the spiritual proletariat of the modern age, and the eruption of their volcanic and hysterical energy is the revolution that is shaking the world. They are the chaos in which the new Caesars are born.

" . . . This feeling, which pervades the great urban centers, that all things are relative and impermanent and of no real importance, is merely the reflection of their own separation from the elementary experiences of humanity."

—Walter Lippman, in  
"School and Community."

Camping Magazine, May, 1953



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